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THE PSYCHO-DIAGNOSTIC PROFILE OF THE SLOW LEARNERS IN THE DIVISION OF BULACAN ELEMENTARY SCHOOLS[1]

SISTER MARIA ROSELLE DE LA CONCEPCION and AIDA J. AYCO[2]

HAPYAW

Ang pag-aaral na ito ay isinagawa upang maisalarawan ang katwaning sangkatangian, isipning kapantayan, angkangsanligan, mga malak ng lusog, kahirapan sa pagkatuto, at katauhang pakikibagay ng mga mabagal matutong mag-aaral sa mababang paaralan ng Bulakan sa taumpaaralang 1976 hanggang 1977.

Napag-alaman na maraming mabagal na mag-aaral na may labis ang gulang sa mga lalaki kaysa mga babae. Ang karaniwang babaing mabagal matuto ay mahigit sa bigat kaysa lalaki kahit na ang kaibhan ay humahatag ng di-makahulugang halga. Ang hulwarang taas ay katulad ng hulwarang bigat ng mga lalaki't babae sa mga tiyak na kapantayan.

Ang sunurang pagsilang ay nagbibigay ng makahulugang pagkakaiba sa pangyayari ng mabagal na pagkatuto. May mga mabagal matuto sa mga gitsilang na mga bata. Karamihan ng mga mabagal matuto ay nanggaling sa mga mag-anak na mayroong tatlo o marami pang anak.

Magkasindami ang mabagal matuto sa mga mag-anak na kung

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saan ang mga magulang ay nakatapos ng panimulang paaralan at ng mataas na paaralan. Ang katuruang natapos ng mga magulang ay hindi nagpapakita ng tahas na kaugnayan sa pangyayari ng mababagal matuto.

Ang kasaysayan ng lusog ng mabagal matuto ay bumibisa sa kanyang tagumpay sa paaralan, lalo na sa kahinaan ng pandinig at pananaw na humihibo sa paraan ng pagkatuto.

Napag-alaman na ang mga lalaki ay nahihirapang matuto kaysa mga babae, lalong-lalo na sa paggawa ng mga sabasal. Sa tiyakang kasanayang pagbabasa, walang mahalgang kaibahan ang pinatunayan ng bawat kasarian.

Ang mga mabagal matuto na mataas na karaniwan sa katauhang sahusay ay nagpakita ng mabuting saugnay sa mga larawan at salita. Walang mahalgang kaibahan sa tiyak ng kasanayang pagkatuto at mga kahirapan sa mga mabagal matuto na may iba't ibang antas ng sahusay katauhan, lalo na sa anyo ng salita, kalulugan ng kasalungat na salita, katalusan sa pagbabasa at pagsubok sa pagkilala ng mga titik ayon sa katibayan na itinaya ng halga ng ka-parisukat ng 0.371, 4.844, 4.900, at 1.657 na magkasunod.

TALASALITAAN

isip-sasuri ..... psychoanalysis
katwaning sangkatangian ..... physical characteristics
malak ng lusog ..... health data
katauhang pakikibagay ..... personality adjustments
hulwaran ..... pattern
gitsilang ..... middle-born
sabasal ..... abstractions
katauhang sahusay ..... personality adjustment
saugnay ..... association
ka-parisukat ..... chi-square

ABSTRACT

The study was conducted to describe the physical characteristics, intelligence level, family background, health data, learning difficulties, and personality adjustment of the slow learners in the elementary schools of Bulacan during the school year 1976 to 1977.

The result of the study showed that there were more overaged slow learners among the males than the females. On the weight pattern, the average female slow learner was heavier than the male although the difference was insignificant. The height pattern was similar to the weight pattern of boys and girls at certain age levels.

The birth order showed a significant difference in the incidence of slow learning. There were more slow learners among the middle children. Most slow learners came from families with three or more children.

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There were many slow learners among families where parents obtained an elementary education as those where parents finished a high school education. The educational attainment of the parents did not reflect a positive relationship with the incidence of slow learning.

The health history of the slow learner affected his achievement in school, particularly visual/auditory defects which influence the learning process.

Boys were found to have more learning difficulties than girls, especially in making abstractions. In specific reading skills no significant difference was noted between sexes.

The slow learners who were above average in personality adjustment performed better in picture and in word associations. There was no significant difference in specific learning skills and difficulties among the slow learners with varied levels of personality adjustment, particularly in word form, meaning of opposites, reading comprehension, and test of letter recognition as evidenced by the computed chi-square values of 0.371, 4.844, 4.900, and 1.657, respectively.

INTRODUCTION

Educational reforms focused a dramatic emphasis on the uniqueness of the individual learner. Toward this direction, achievements related to innovations in educational technology, in particular, on teaching strategies, have been recognized.

It is now widely acknowledged that all individuals, including the handicapped, have the inalienable right to a school education. Every child is to be provided an opportunity to develop his potentials to the maximum. The development of special educational devices is an attempt to respond to the needs of the handicapped in order to lift their lives to higher levels of independence and productivity.

Early identification of children with learning problems has received wide support from the medical, psychological, and educational fields, as well as from parents. It is an accepted principle that the effectiveness of learning is dependent upon the learner's physical and psychological attributes. Undoubtedly, one of the major problems that need to be thoroughly investigated in the educational setting is that of slow learning. The need for an early identification and diagnosis of learning difficulties is obvious and unequivocal, particularly, when applied to children with physical, sensory, and gross developmental problems. Progress in the medical profession has given educators much to think about, specifically, on the causes of slow learning which are related to the physical con-

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ditions of the learners. Parents and teachers have generated great enthusiasm on cases reflecting slow learning processes.

The concepts of individualized instructions, open classrooms, programmed instructions, and other innovations, reveal a need for greater tolerance in a person's learning process. These teaching strategies have found applications usually in the elementary level, not only in exclusive private shcools but also in schools operated by the government.

For administration purposes, this study may trigger a revitalized interest to improve the welfare of academically-deficient children in the public schools of Bulacan. The results of the investigation will be of value to superintendents of schools, who may use the innovative curriculum proposed in planning the future in-service education for school administrators and special education teachers. The data from this study may also enrich the literature about special education, and be a basis for the enrichment of the curriculum of future special education teachers.

Another rationale for the study on the psycho-diagnostic profile of the slow learners is, the sooner the treatment is started, the greater the likelihood of the curative effect. A related benefit of early diagnosis is that treatment may prevent development of other adverse conditions or may minimize compounding problems. For example, disruption of parent-child relationship, inter-personal and effective disturbances are sometimes prevented or at least minimized if treatment is begun early.

MATERIALS AND METHODS

The research design. The objectives formulated in the investigation justify the use of the descriptive method. The study was so designed and conducted to safeguard the private personalities and the anonymity of the respondents.

The research instruments. Standardized tests were used as the major tools in gathering the data needed or draw inferences concerning the psycho-diagnostic profiles of the slow learners. The Wechsler Intelligence Scale for Children (WISC) (Wechsler, 1949) was used for purposes of drawing a profile for the slow learner's intellectual abilities.

The WISC consists of 12 tests which are divided into 12 sub-groups identified as Verbal and Performance. The tests of the Scale are grouped as follows:

Verbal	Performance
Information	Picture completion

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Comprehension	Picture arrangement
Arithmetic	Block design
Similarities	Object assembly
Vocabulary	Coding
Digit span	Mazes

In the standardization of the WISC all 12 tests were given for every subject but in the interest of shortening the time required for an examination, the Scale has been reduced to 10 tests. In this study, the Digit span, Coding, and Mazes have been omitted since they are considered supplementary to be added if time permits, or used as alternate tests when some other tests in the appropriate part are invalidated.

The Intelligence Classification as statistically delimited in order to present the levels of intelligence are:

I.Q.	Classification
130 and above	Very superior
120 — 129	Superior
110 — 119	Bright normal
90 — 109	Average
80 — 89	Dull normal
70 — 79	Borderline
60 and below	Mentally defective

California Reading Test. To justify the objectives set in this research, a diagnostic analysis of learning difficulties based on the results of the California Reading Test, Form W, intended for Grades I and II (Tiega and Clark, 1957) was used.

Inasmuch as this test was standardized using American children who understand English very well, the Lower Primary Level was used instead of the Upper Primary Level, although the subjects of this investigation are Grades V and VI pupils. This system can affect the language handicap that Filipino children have and which might present a bias in the interpretation of the scores. Besides, the norm was not used in the analysis of the test scores. To identify the deficiencies of the slow learners, the investigator determined the frequencies of error for each item in the test.

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The diagnostic analysis of learning difficulties included the following skills or abilities:

I. Reading vocabulary
  A. Word form
    1. Identical words, lower case
    2. Different words, lower case
    3. Different words, capital
    4. Identical words, mixed forms
    5. Different words, mixed forms
    6. Reversed words
  B. Word recognition
    1. Cross differences
    2. Final sounds
    3. Initial sounds
    4. Middle sounds
  C. Meaning of opposites
    Basic vocabulary
  D. Picture association
    1. Identification of objects
    2. Location of objects
II. Reading comprehension
  A. Simple directions
  B. Directions requiring choice
  C. Directly stated facts
  D. Inferences
III. Test of letter recognition
  A. Lower case
  B. Capitals
  C. Mixed forms

The California Reading Test, Lower Primary Level, is divided into several subtests, with the following number of test items:

Test I	Test II
Section A — 25 items	Section A — 15 items
Section B — 20 items	Section B — 24 items
Section C — 15 items	
Section D — 15 items	

The questionnaire. The draft of the questionnaire was prepared and revised twice after the pre-testing. Trial tabulation of the results of the dry run was done to explore the feasibility of statistical analysis. Some items, mostly the open-ended questions which were difficult to quantify, were deleted. However, the data gathered from the open-ended questions in the dry run were used to provide possible responses in the final draft of the questionnaire, so as to promote economy of time and effort in answering the questions. There are items

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which are considered checklist. Data, such as the circumstances of birth, religion, health data, occupation of the parents, and other related information which were used as variables in the research were indicated in the questionnaire.

The California Test of Personality. This standardized instrument measures both the personal and social adjustment of an individual. There are two groups of sub-tests, one is classified under Personal and the other is categorized as Measures of social adjustment.

Three levels of adjustment are identified: Below average, Average, and Above average.

The Table of Norms was utilized in transforming the scores into percentile ranks (PR) and the limits are:

PR	75 — 99	Above average
PR	30 — 70	Average
PR	5 — 25	Below average

This tool is valid for Filipino children since enough time was allotted in the administration of the test. Difficult English terms were simplified and translated to Pilipino to make sure that every respondent gives an honest and accurate response. To avoid the faking of responses, adequate motivation was provided before the test was administered.

The results of the test were validated against the previous test records that were filed in the Guidance Office such as the Philippine Personality Test. Other guidance records were also utilized for validating purposes, such as the anecdotal records, referral slips, interview records, and the Pupil's Permanent Record.

The respondents. The public elementary schools in the Division of Bulacan has organized education classes for handicapped children. One group of pupils given the special education classes was classified as borderliners or would-be-failures. They were in the Grades V and VI classes. These pupils were identified as slow learners by the teachers handling them, and confirmed by the guidance counselors with the use of objective psychological tools.

There were 200 slow learners in the Division, but only 109 were reached and given the needed information for the study. The number tested represented 55% of the total number of slow learners. There were 42 males and 67 females included in the study. Most of the respondents came from families with low socio-economic status.

Statistical analysis of data. The data revealed by the Wechsler Intelligence Scale for Children were analyzed with

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reference to the Table of Norms of the said test. The raw scores were transformed into scores considering the age of the respondents. The scaled scores for Verbal and Performance items were summed up and the equivalent I.Q. levels were identified.

The results of the California Test of Personality were transformed into percentile ranks with reference to the Table of Norms. Three categories were set, namely, Below average, Average, and Above average. Respondents who obtained Average and Above average ratings reflected a satisfactory level of personal and social adjustment.

The specific learning difficulties were revealed by the California Reading Test. In this method, the frequencies of error were determined for each item of the test to identify the degree of difficulties. The average or mean frequency of error was computed for each type of learning skill measured by the test.

Other statistical measures included the computation of percentages and the testing of the null hypotheses.

The probability level was set at 0.05 and 0.01 which are found valid for educational and psychological researches.

RESULTS AND DISCUSSION

This paper is an attempt to study the psychological profile of the slow learners in the Division of Bulacan elementary schools during the school year 1976 to 1977. The major topic is discussed within the context of the theoretical framework that provided basis in the standardization of the psychological tools used in the investigation. No discussion of the psychological attributes of the slow learners would do justice to the subject without mentioning an all-important, yet seldom alluded to topic—the diagnosis of learning difficulties. A breakdown of these difficulties is considered imperative to identify specific intellectual deficiencies.

It should be noted that the mentally retarded are excluded in the discussion. The data and conclusions apply only to the slow learners who attended special education classes in the public elementary schools of Bulacan.

Physical characteristics of the slow learners. Table 1 shows the chronological age of the respondents grouped as males and females. The average age of the male slow learners was 13.21 while that of the female was 12.94, and for both, 13.21 years. It was apparent that from the age of 14 and above, there was a greater percentage of males than females; while from age 11

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to 13, there was an opposite trend. The data pointed to a generalization that there were more overaged slow learners among the males than among females. Normally at the age of 13.07 which was the mean of the whole group, one should already be in the first high school, assuming that he entered Grade I at the age of seven. If the respondents were overaged, one factor responsible for this was failure or dropping out. This fact was verified from their permanent records.

TABLE 1. *Distribution of the respondents as to chronological age*

Age	Male		Female		Total	
	No.	%	No.	%	No.	%
11	4	9.52	7	10.56	11	10.09
12	10	23.81	19	28.35	29	26.61
13	12	28.57	22	32.83	34	31.19
14	8	19.09	11	16.41	19	17.43
15	5	11.90	6	8.98	11	10.09
16 and above	3	7.14	2	2.94	5	4.59
Total	42	100	67	100	109	100

With the acceptance of the continuous progression scheme in the public schools, overstaying in one grade is minimized. However, when a pupil feels that failure is evident or when he experiences difficulties in school work, his tendency is to stop going to school. Implications in teaching are apparent. There is an obvious need to create special education classes starting from Grade I. Concomittant to this is the early diagnosis of learning difficulties. The strengthening of pre-school education is deemed significant.

Height and weight of the slow learners. Table 2 shows distribution of respondents as to weight. The average weight of the males was 45.9 kg while that of the females was 46.4 kg and for both, 46.1 kg. It was indicated that the average female slow learner was heavier than the male, although the difference was insignificant. This difference could be traced to the fact that generally, girls at about 11 to 14 years tend to develop physically earlier than boys. This finding is supported by a survey about the pattern of growth, conducted by the National Coordinating Center for the study and development of Filipino children and youth.

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TABLE 2. *Distribution of respondents as to weight*

Weight (kg)	Male		Female		Total	
	No.	%	No.	%	No.	%
55.0 — 57.0	1	2.38	3	4.47	4	3.67
52.5 — 54.9	2	4.76	4	5.97	6	5.50
50.0 — 52.4	4	9.52	6	8.95	10	9.17
47.5 — 49.9	5	11.90	10	14.92	15	13.76
45.0 — 47.4	9	21.42	14	20.89	23	21.10
42.5 — 44.9	10	23.80	13	19.40	23	21.10
40.0 — 42.4	6	14.28	8	11.94	14	12.84
37.5 — 39.9	3	7.14	4	5.97	7	6.42
35.0 — 37.4	1	2.38	2	2.98	3	2.80
32.5 — 34.9	1	2.38	3	4.47	4	3.67
Total	42	100.00	67	100.00	109	100.00

As to the height of the respondents (Table 3), the average height of the male was 140.8 cm and the female, 146.3 cm. For both groups, the average height was 143.5 cm. The height pattern was similar to the weight pattern of boys and girls at certain levels. If the girls were taller than the boys, it is because of the advanced maturation of girls by about 2 years at the early period of adolescence. It seems that this trend is a universal characteristic among adolescents.

TABLE 3. *Distribution of respondents as to height*

Height (cm)	Male		Female		Total	
	No.	%	No.	%	No.	%
165 — 178	1	2.38	6	8.96	7	6.42
151 — 164	12	28.58	21	31.35	33	30.26
137 — 150	15	35.72	27	40.29	42	38.52
123 — 136	9	21.42	10	14.93	19	17.42
109 — 122	3	7.14	2	2.98	5	4.59
95 — 108	2	4.76	1	1.49	3	2.80
Total	42	100	67	100	109	100

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Generally, there was no marked deviation in the height and weight of the slow learners compared to children who are average in their intellectual capacities.

Birth order and number of children in the family. Table 4 indicates the distribution of respondents as to birth order and number of children in the family. Among the 109 slow learners, 21 or 19.26% were first-born, 72 or 66.05% were middle born, and 16 or 14.68% were the youngest. A great majority of them were middle born. This sampling distribution could be easily traced to the fact that there are many middle born children in a typical Filipino family.

TABLE 4. *Distribution of respondents as to the order of birth and number of children in the family*

Birth circumstances	No.	Percentage
A. Birth order		
First-born	21	19.26
Middle-born	72	66.05
Youngest	16	14.68
Total	109	100.00
B. Number of children in the family		
One	28	25.68
Two	36	33.02
Three	25	22.93
Four	13	11.42
Five or more	7	6.42
Total	109	100.00

Inasmuch as the chi-square value (52.89) is greater than the critical value (5.99) at 0.05 probability level and 9.21 at 0.01 level, the null hypothesis is rejected. It means that the order of birth makes a significant difference in the incidence of slow learning. There were more slow learners from among the middle born children. In a typical Filipino family, the first born and the youngest are given more attention than the middle born. There is more pressure exerted upon the eldest for quality achievement.

One reason for this significant difference might be due to an error in sampling distribution which is inherent in the categorization of data about the birth order. If the middle born are specified into second, third, and so forth, there might be less frequencies in this group at this point. The necessity for further investigation in an attempt to correlate the degree of slow learning and birth order is deemed significant.

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With reference to the number of children in the family, the statistical analysis points to a significant difference. The null hypothesis stating that the number of children in the family does not make a significant difference in slow learning is rejected as shown by a computed value of 25.05 with 4 df. The difference is significant at both 0.01 and 0.05 probability levels with critical values at 13.25 and 9.49, respectively.

It is evident in Table 4 that most of the slow learners came from families of three or more children. It can be easily seen that children from big families suffer from deprivations. If basic psychological needs remain unsatisfied, as when children are inadequately attended to and are subjected to stresses and tensions, the effect will certainly prove to be damaging. Therefore, problems that create adverse effects upon learning are present. It is implied therefore, that parents be oriented fully on family planning practices.

Profile of the slow learner's intellectual abilities. The data on Table 5 reflect the performance of the slow learners based on the WISC.

TABLE 5. *Scaled scores of the slow learners in the Wechsler Intelligence Scale for Children*

Abilities	Scaled score	Rank	I.Q. equivalent
A. Verbal			
Information	11	1.0	
Comprehension	5	3.5	
Arithmetic	5	3.5	
Similarities	4	5.0	
Vocabulary	8	2.0	76
Total	31		(Borderline)
B. Performance			
Picture completion	14	1.0	
Picture arrangement	12	2.0	
Block design	5	4.0	
Object assembly	8	3.0	85
Total	39		(Dull normal)

Ranking the abilities of the slow learners in Verbal items, the descending order is: Information, Vocabulary, Comprehension, and Arithmetic, and the least is Similarities. Some reasons could be offered to justify this finding. The slow learners were most deficient in Similarities because this intellectual function calls for a high level of mental process. The respondents were grouped as slow learners because they were inadequately

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equipped with the intellectual function needed for learning the school subjects. Another handicap could be the language or culture bias which is present in the test. However, in spite of this deficiency, it is still correct to assume that the test is valid for the subjects. The language handicap is also checked by the Performance items in the test.

Ranking the scores of the respondents in the Performance part of the test, the descending order is: Picture completion, Picture arrangement, Block design, and Object assembly.

The greatest deficiency of the respondents was Object assembly. This indicated that they lacked creativity and spatial perception. It is evident that there was inadequacy in analyzing the relationship of figures.

Taken as a whole, a typical slow learner in the elementary schools within the Division of Bulacan is within the borderline IQ classification. A borderliner is between the normal and the feeble-minded IQ level. However, as far as the subjects are concerned, there is reason enough to believe that some slow learners are pseudo-borderliners. It must be recognized that there are nonintellective factors which influence adversely the learning processes. The physical conditions of the home, the psychological atmosphere in the classroom, the personal characteristics of the learner, and other similar factors may inhibit effective learning.

On the basis of the WISC the impression that the special education classes in the Division of Bulacan are for the slow learners is confirmed. One generalization that could be drawn from the WISC test result is that slow learners are most deficient in verbal abilities. The presence of a language handicap is obvious.

The parent's educational attainment. Table 6 presents the data on the educational attainment of the parents of the respondents.

Ranking the educational attainment of mothers as to frequency, the descending order is: Elementary school graduate, Elementary school undergraduate, High school undergraduate, High school graduate, College undergraduate, College graduate, and those with no formal schooling.

Ranking the educational attainment of the respondents' fathers, the descending order is: High school graduate, Elementary school graduate, Elementary school undergraduate, High school undergraduate, College undergraduate, No formal education, and College graduate.

The figures in Table 6 do not show a tendency of the educational attainment of the parents to be positively related

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TABLE 6. *Frequency distribution of the respondents as to the educational attainment of their parents*

Educational Attainment	No.	%	Rank
A. Mother			
None	2	1.83	7
Elementary undergraduate	27	24.77	2
Elementary school graduate	29	26.60	1
High school undergraduate	20	10.34	3
High school graduate	16	14.68	4
College undergraduate	8	7.33	5
College graduate	6	5.50	6
Total	109	100.00	
B. Father			
None	4	3.67	6
Elementary undergraduate	19	17.43	3
Elementary school graduate	23	21.10	2
High school undergraduate	16	14.68	4
High school graduate	29	26.60	1
College undergraduate	15	13.76	5
College graduate	3	2.75	7
Total	109	100.00	

to the incidence of slow learning. It is not valid therefore, to assume that more slow learners are found in families where the educational attainment of the parents is low. Although further examination of the figures would show that with respect to the educational attainment of the mothers, more slow learners are categorized in the group of the Elementary school graduate.

In connection with the educational attainment of the fathers, most of the fathers of the slow learners belonged to the High school graduate category.

The absence of a positive relationship between the parents' educational attainment and slow learning seems to support the conclusion that nowadays the economic standing of the family is only partially determined by the educational status of the parents. Nevertheless, education is still a means to the upward social mobility of individuals. For many parents it is still the education of the children that will create a breakthrough into a better world that parents themselves were deprived of.

Health history of the slow learners. This study is also premised on the principle that the physical conditions of the learners greatly affect the learning processes. Studying the

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TABLE 7. *Health history of the slow learners*

Health history	Frequency	Percentage	Rank
A. Diseases or disorders suffered			
Stomach disorders	76	69.72	2
Respiratory disorders	84	77.06	1
Skin disorders	60	55.04	3
Genito-urinary disorders	21	19.26	6
Cardiac disorders	14	12.84	7
Bone disorders	28	25.68	5
Visual/auditory disorders	59	54.12	4
No response	12	11.00	8
B. Injuries			
None	66	60.65	1
Slight or minor	31	28.44	2
Serious	2	1.83	4
No response	10	9.17	3
C. Frequency of hospitalization			
Once	27	24.77	1
Two times	20	18.34	3
Three times	24	22.01	2
Four times	12	11.00	5
Five or more	10	9.17	6
No response	16	14.67	4
D. Immunization undertaken			
None	11	10.09	4
DPT	29	26.60	2
BCG	48	44.03	1
Anti-polio	21	19.26	3
No response	10	9.17	5

health history of the respondents, therefore, is justified. Table 7 shows the health history of the slow learners.

The learning difficulties of the respondents. The data reflecting the deficiencies in learning skills are based on the California Reading Test, Form W, intended for the lower primary grades. The choice of this test was made to offset any language handicap by the respondents who are in Grades V and VI, and to suit the level of their IQ along this point.

It may be emphasized that American children were used in the process of standardization. The investigator did not use the Table of Norms to determine the grade level of the respondents. Instead, the frequencies of error were determined for each item for purposes of diagnosing the learning difficulties.

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TABLE 8. *Frequency of error of the slow learners as revealed by the California Reading Test, Form W*

	Mean frequency of error	%	Rank
I. Reading vocabulary			
A. Word form			
Identical words, lower case	27	24.77	13
Different words, lower case	64	58.71	5
Different words, capitals	52	47.70	7
Identical words, mixed forms	39	35.77	10
Different words, mixed forms	69	63.30	3
Reversed words	78	71.55	1
B. Word recognition			
Gross differences	35	32.11	12
Final sounds	42	38.53	9
Initial sounds	48	44.03	8
Middle sounds	54	49.54	6
C. Meaning of opposites			
Basic vocabulary	70	64.22	2
D. Picture association			
Identification of objects	65	59.63	4
Location of objects	36	33.02	11
II. Reading comprehension			
Simple directions	36	33.02	4
Directions requiring choice	44	40.36	3
Directly stated facts	48	44.03	2
Inferences	79	72.47	3
III. Test of letter recognition			
Lower case	10	9.17	3
Capitals	7	6.42	2
Mixed forms	19	17.43	1

Again, the mean frequencies of error were determined for each learning skill included in the test. The data are presented in Table 8.

Among the skills in Reading vocabulary, the greatest deficiencies are: first, Reversed words; second, Basic vocabulary; and third, Different words, mixed forms.

Table 8 also reflects the frequencies of error made on the California Reading Test, Form W, particularly on Reading comprehension, and Test of letter recognition.

Ranking the deficiencies of the slow learners in Reading

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comprehension, the order is: first, Inferences; second, Directly stated facts; and third, Directions requiring choice. Even among normal children, formulating inferences is a difficult task because it involves complex mental processes.

One explanation is offered for this finding. The level of thinking of children is only perceptual, that is, they think of concrete ideas or those that pass through their senses. Abstraction, which involves making inferences is expected to be fully developed toward the end of the adolescent period.

It is noticeable in Table 8 that skills under Test of letter recognition had the least frequencies compared with skills classified under Reading vocabulary and Reading comprehension.

It is to be understood that the slow learners are in Grades V and VI classes, and they are supposed to be skillful in test on letter recognition, this being developed in the lower grades.

Among the three groups of reading skills, the difficulties as ranked are as follows: first, Reading vocabulary, second, Reading comprehension, and third, Test of letter recognition.

Comparing the results of the California Reading Test to that of the Wechsler Intelligence Scale for Children, it could be claimed that there are discrepancies. In the former test, the slow learners performed better in Comprehension, while in the latter, they obtained better scores in Vocabulary. The difference may be due to the nature of the test. While the WISC measures IQ level, the California Reading Test identifies the reading skills.

Sex and learning skills. Table 9 reflects the significant difference between boys and girls in their learning skills.

TABLE 9. *Mean frequencies and chi-square values of the significance of difference between boys and girls in their learning skills*

Learning skills	Mean Frequency Boys	Girls	Chi-square value
A. Reading vocabulary			
Word form	68.12	41.60	6.408
Word recognition	47.28	49.16	1.767
Meaning of opposites	68.15	72.29	.120
Picture association	53.22	47.48	.326
B. Reading comprehension	55.14	48.05	.480
C. Test of letter recognition	14.92	9.08	1.420
Mean	51.23	44.61	0.456

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Statistical analysis indicated that there was a significant difference between boys and girls in Word form under Reading vocabulary, as evidenced by the computed value of 6.408 which was higher than the critical value of 3.84 at 0.05 probability level, 1 df. However, at 0.01 level, the computed value did not equal the critical value of 6.64. At any rate, at 0.01 level there was a positive tendency for a significant difference between boys and girls.

There was no significant difference between the two groups of slow learners in Reading comprehension as shown by a computed value of 0.48 which is less than the critical value of 3.84 at 0.05 level, and 6.64 at 0.01 with 1 df.

As a whole boys had more learning difficulties than girls. However, in specific reading skills like Word recognition, Meaning of opposites, Picture association, and Test of letter recognition, there was no significant difference between sexes.

Generally, the mean frequency of error for boys was 51.23 and for girls it was 44.61. When the chi-square value was computed for the difference, the computed value of 0.456 did not equal the critical value set at 3.84 at 0.05 level and 6.64 at 0.01 level, with 1 df. The figures do not warrant a conclusion that there is a significant difference between boys and girls in their learning difficulties, therefore, the null hypothesis is rejected.

Personality adjustment and learning difficulties. The data presented in Table 10 indicate the relationship of the level of personality adjustment as revealed by the California Test of Personality and the learning difficulties as revealed by the California Reading Test.

TABLE 10. *Mean frequencies of error and chi-square values of significance of difference among the slow learners with personality adjustment*

	Mean frequency of error			Chi-square value
	Below average	Average	Above average	
A. Reading vocabulary				
Word form	57.12	54.31	50.84	.471
Word recognition	59.168	42.69	31.36	8.794
Meaning of opposites	83.21	70.08	57.14	4.844
Picture association	69.14	43.21	32.94	14.372
B. Reading comprehension	63.76	50.92	41.26	4.900
C. Test of letter recognition	15.12	12.24	19.01	1.657

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At 2 df and 0.05 probability level, the critical value was set at 5.99 and at 0.01 the value was 9.31. Based on these critical values, a significant difference existed in Picture association at both the 0.05 and 0.01 probability levels. In Word recognition, a true difference existed at 0.05 level of significance as supported by a computed chi-square value of 8.794. However, at 0.01 level, only a positive tendency existed.

There was no significant difference in the learning difficulties attributed to the level of personality adjustment, particularly in Word form, Meaning of opposites, Reading comprehension, and Test of letter recognition as evidenced by the chi-square values of 0.371, 4.844, 4.900, and 1.657 respectively.

Implications to curriculum development. The present curriculum revision gives an excellent opportunity for special education classes to enrich their curricula geared towards a new direction in the approach of education — that of individualized instruction or open classroom.

Slow learning is an educational retardation which is a serious problem which has not received adequate attention. There are a number of known causes for slow learning, such as poor mental ability, poor physical conditions in the home, poor health, emotional and social maladjustment, and other non-intellective factors.

The physical, social, and emotional problems of the slow learners loom so large that concerted efforts of teachers, school administrators, guidance counselors, parents, and medical specialists are urgently needed. Curriculum development will not be relevant unless activities or strategies are designed taking into account the needs of the slow learners.

Curricular offerings. For those who are academically retarded and chronologically overaged, greater emphasis should be placed on the teaching of practical arts. For the slow learners, school activities could be organized around the development of simple skills in which applications could be found in daily living, or which could be a means of earning a living in the future. Courses in practical arts, like home management, business courses, auto mechanics, and others could be correlated with the learning of reading and arithmetic.

From the educational standpoint, children who lack sufficient hearing and vision to progress along with individuals of their own intellectual level, may be integrated with normal children for psychological reasons. However, special provisions for their deficiencies should be given in classroom situations.

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Teaching strategies. Since the slow learner lacks the ability to understand abstract terms, learning should be progressed in sequence and presented in such a way that the child will learn at a rate compatible with his development. For obvious reasons there is an imperative need to use audio-visual materials in teaching to stimulate the senses which serve as avenues in learning. In this way, learning is reinforced. Repetitions may be resorted to in a variety of ways and through exciting situations. To foster understanding of more abstract facts, instruction must utilize the best psychological principles and practices in learning.

Guidance and counselling. There is a felt need to vitalize the guidance program to serve the needs and the interests of the slow learners. The objectives of such program have to be examined for purposes of finding their relevance to the local conditions concerning the slow learners. Practices in guidance and counselling have to be geared to those objectives that are practical and relevant. The problems of slow learners offer a rich area for counselling. Approaches with the slow learners are different from those who are normal, since many of them lack the ability to have insight into their problems. As a consequence they are unable to make intelligent decisions. Proficiency courses in dealing with the slow learners are needed by the guidance counselors in order to provide efficient and technical service to these learners.

Administration and supervision. From this standpoint, this research could serve as guide in the re-examination of school policies affecting slow learners. Evaluation of the special education program is in the domain of the school administrators. Phases of the program to be evaluated could be so designed as to promote efficiency in terms of economy of time and effort. Technical leadership is also expected from the school administrators regarding the special education program.

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THE MOTIVATIONAL PATTERNS OF STUDENTS AT FEBIAS COLLEGE OF BIBLE[1]

NELDA C. OBERES and AIDA J. AYCO[2]

HAPYAW

Ang pananaliksik na ito ay upang malaman ang mga hulwarang kaganyakan ng mga mag-aaral sa FEBIAS College of Bible sa taumpaaralang 1977 hanggang 1978. Ang mga dinagsarilining aligin gaya ng pantalisikang pagsasagawa, kasarian at mga pananging ugali at mga sariling aligin na siyang mga layunin, pagnanasa, pangangailangan at halga ay sinubok sa mga 150 mag-aaral.

Mayroong tahas na tunguhin na ipinakita ng mga laraw sa mga halga ng mag-aaral na nahibuan ng kanilang kasarian. Ang palagaying walang halga ay nagpapakita na ang kaganyakang hulwaran ng mga mag-aaral ay dinasarili ng kanilang mga katimpiang panangi yamang ang mga halga ng "kay dinawak" ay ang mga ugali maliban sa salungat na kabayaang panangi na may kaugnayan sa mga pagnanasang mababa kaysa maselang halga sa 0.05 kalagmitang kapantayan. Gayunman, mayroong baling na pagkahilig sa pagsasang-ayon—walang bahala at masisipin—sa layuning panangi ng mga mag-aaral na nahibuan ng kanilang hangarin at pagnanasa.

Sa mataas na tungos ng mga tagubilin ay napapaloob ang pagsasagawa ng isang maayos na palatuntunang pagpapayo na may kaangkop na kakayahang tagapayo ang mamahala nito. Ang tanggapang ito ang makakatulong ng malaki sa pagpili ng mga mag-aaral ng kanilang nahihiligang larangan sa saunlad ng kanilang katauhan at sa pagsasagawa ng kanilang mga hangarin. Ang kaguruan ay inanyayahang maisaunlad ang kanilang mga patigayon sa pagtuturo na may kaugnayan sa mga hangarin, pangangailangan, halga at kaugalian ng mga mag-aaral, magsagawa ng padayon at patuloy na mga pananaliksik upang lalong mapatunayan sa isip-isigang lakas na kinabibilangan ng pagpili ng kanilang agamahing gawain.

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[1] Portion of the M.S. Thesis presented by the senior author to the Institute of Graduate Studies and Applied Research, GAUF, Malabon, Metro Manila.

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TALASALITAAN

hulwaran ng ganyak ..... motivational patterns
dinagsasariling aligin ..... independent variables
pantalisikang pagsasagawa ..... academic performance
halga ..... value (abstract)
nahibuan ..... influenced
palagaying walang halga ..... null hypothesis
salungat na kabayaang panangi .... hostile-tolerant traits
kalagmitan ..... probability
baling ..... negative
tungos ..... point (abstract)
saunlad ..... development
patigayon ..... strategy
padayon ..... extension
isip-isigan ..... psychodynamics

ABSTRACT

This study sought to determine the motivational patterns of students at FEBIAS College of Bible during the school year 1977 to 1978. Academic performance of achievement, sex, and temperament traits were used as independent variables and the motivational pattern, particularly goals, desires, needs, and values, was the dependent variable. The descriptive-normative research approach was adopted to answer the specific questions in the study. The major tool used in gathering the data was the questionnaire. The validating techniques included interviews and observation-participation. An additional tool used in data-gathering was the psychological test.

The dominant goal of the respondents was to serve the Lord. This is expected of Bible school students because of their orientation. Service to God is their dominant desire. The daily activities at the FEBIAS College of Bible sustained the students' desire to serve God.

The spiritual need was first in the hierarchy of the respondents' needs. The nature of the calling of the students created this need. The respondents valued most service to God and fellowmen. Bible school students put importance on serving God because of the nature of their priestly vocation.

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Academic performance was not related to the motivational pattern of students. Respondents belonging to the High and Low categories had received the call of God to the ministry. Thus, their academic performance had no bearing on their motives in entering the Bible School. The male respondents did not differ from the female students in their motivational patterns. Both sexes had received the call for spiritual service. The temperament traits of the students did not influence their motivational pattern, except in the Hostile-Tolerant traits in relation to their desires where the chi-square value reached the significant level of difference.

INTRODUCTION

Insights related to the motives of students in entering the religious vocation are important issues in many religious organizations. The observation that a great number of ministers and priests who have spent years in religious ministry but later quit the job, has reached an alarming number. The dynamic forces that influence entry into the religious occupation need to be reexamined to find their relationship to this problem that confronts religious authorities. While some facts related to this query has been gathered through years of experience, the investigator seeks to do an indepth study in this particular field since there is a dearth of local literature regarding this problem.

This study rests on a theoretical framework that religious vocation is influenced by psychodynamic forces such as the student's motives. One's concept of a religious vocation determines his motives in pursuing such a career. By nature man is a religious being. Inherent within him is that intuitive knowledge of the Supernatural. Thus, man consistently seeks to satisfy his spiritual needs. The intensity of such a craving, however, varies according to one's religious background and experience.

E. Schyler English (1955) gave some motives for missionary work, namely: as an act of obedience, gratitude, out of compassion, and lastly, out of love.

Douglas (1966) enumerated some reasons behind the choice of religious vocation and these are: the desire to please the Savior, the moral obligation to live for others, fear of the coming judgment, and to proclaim to all the good news of our redemption by Jesus Christ.

Bowers (1956) in her observations on the unconscious motivations leading man into the ministry included the following reasons: identification with a priest who became a sub-

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stitute for an inadequate father, unconscious attempts to sublimate socially unacceptable wishes in order to master some childhood trauma, and confused sexual aggressive drives.

Fichter (1960) observed that pious, church-going parents, especially mothers, are a major influence on Catholics' choice of a religious profession. Members of religious orders also influence vocational recruitment.

MATERIALS AND METHODS

FEBIAS College of Bible is the setting of this study. It is a Protestant seminary located in Karuhatan, Valenzuela, Metro Manila. FCB offers a 5-year course of study for future pastors, Christian educators, theologists, evangelists, missionaries, and church musicians.

The respondents were composed of the studentry of FEBIAS College of Bible. They came from different regions of the Philippines. Some were foreigners. The students specialized in religious courses like Christian education, pastoral ministry, theology, and church music. Their ages ranged from 16 to 40. Most of the students lived in the dormitories while a number resided outside the campus. The 150 respondents represented 70.75% of the total student population. They were chosen according to their availability and accessibility. Of the 150 respondents, 73 were males and 77 were females.

The normative survey was used to ascertain the motivational patterns of students at FEBIAS College of Bible.

The questionnaire. In the survey, structured questions were used. To establish the validity of this data-gathering procedure, a dry-run of the questionnaire was conducted among the General Psychology class students. Later, revisions were made so that questions would be relevant and clear in relation to the problem presented.

Observation-participation. Observations of the respondents were made in the classrooms, social programs, chapel time, leisure time, dormitories, dining hall, canteen, bookstore, and in their Christian service assignments.

Interview. To check the validity of the other methods used in this study, informal interviews were conducted with the students outside the classroom. This technique proved very effective in clarifying the ideas of the respondents. Some confidential information were elicited through this procedure.

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Psychological test. In this study the Taylor-Johnson Temperament Analysis was used to determine the temperament traits of the respondents as follows:

1. Nervous — Composed
2. Depressive — Lighthearted
3. Active — Social — Quiet
4. Expressive — Responsive — Inhibited
5. Sympathetic — Indifferent
6. Subjective — Objective
7. Dominant — Submissive
8. Hostile — Tolerant
9. Self-disciplined — Impulsive

Statistical treatment of data. The data that were gathered through the questionnaire, interview, observation-participation, and psychological test were classified, tallied, tabulated, and quantified, then subjected to statistical analysis.

To determine the academic achievement of students, their first semester final grades were tabulated and assigned groupings by using the median. The students with average grades of 1.0 to 2.0 were classified as High while those with grades lower than 2.0 as Low.

RESULTS AND DISCUSSION

The data gathered from the questionnaire, interviews, observations, psychological testing, and the academic grades of the students for the first semester are presented in Tables 1 to 4.

Dominant goals of students at FEBIAS College of Bible. Table 1 shows the dominant goals of the students at FEBIAS College of Bible. Analyzing the goals presented by the students, service to God was foremost. It was apparent that they were favorably oriented by the school. Service to God was their dominant life goal. The students have acknowledged the fact that they have been saved to serve and that their call to service is the highest calling. This is the hub and the core of their existence.

It is apparent in Table 2 that the daily schedule of activities at FEBIAS nurtured the students' desire to serve God. Systematic daily Bible readings and personal communion with God, chapel services (where students were exposed to a variety of invited speakers in their respective ministries), practical Christian service assignments, class lectures and research, missionary conferences, and spiritual retreats contributed to create that consuming passion to serve the Lord.

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TABLE 1. *Frequency distribution of the respondents' goals at FEBIAS College of Bible*

Goals	Male			Female			Total		
	Number	%	Rank	Number	%	Rank	Number	%	Rank
To serve the Lord	64	87.67	1	69	89.61	1	133	88.66	1
Gratitude to God	5	6.84	2	4	5.19	2	9	6.00	2
Moral obligation to help others	1	1.36	4.5				1	.66	6.5
Expediency (financial support)				2	2.59	3	2	1.33	3.5
Fulfillment of a vow	1	1.36	4.5	1	1.29	4.5	2	1.33	3.5
Glamorous calling				1	1.29	4.5	1	.66	6.5
To get a degree	1	1.36	4.5				1	.66	6.5
No sense of direction	1	1.36	4.5				1	.66	6.5
Total	73	99.95		77	99.97		150	99.96	

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TABLE 2. *Frequency distribution of the respondents' desires at FEBIAS College of Bible*

Desires	Male			Female			Total		
	Number	%	Rank	Number	%	Rank	Number	%	Rank
Successful religious leadership	8	10.95	3	4	5.19	4	12	8.00	4
Stable position in the community	1	1.36	9	1	1.29	8	2	1.33	8.5
Eloquent speaker	4	5.47	5	1	1.29	8	5	3.33	5
Marry a Christian worker				1	1.29	8	1	.66	11
Service to God	39	53.42	1	48	62.33	1	87	58.00	1
Win souls	9	12.32	2	9	11.68	2.5	18	12.00	2
Foreign missionary				2	2.59	5	2	1.33	8.5
Study abroad (graduate work)	1	1.36	9				1	.66	11
Work with tribal people	1	1.36	9				1	.66	11
Specialized work	2	2.73	6.5	1	1.29	8	3	2.00	6.5
Go back to home church	2	2.73	6.5	1	1.29	8	3	2.00	6.5
Bring loved ones to God	6	8.21	4	9	11.68	2.5	15	10.00	3
Total	73	99.91		77	99.92		150	99.97	

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Dominant needs of students at FEBIAS College of Bible. Table 3 shows the dominant needs of students at FEBIAS. Obviously, the spiritual need ranked first in the heirarchy of the respondent's needs. Students who have committed themselves to this vocation always feel inadequate to cope with the demands of spiritual growth and maturity. While undergoing nurturing and maturing processes, the students' spiritual need to grow more in the knowledge of God, to experience "deeper Christian life", and to acquire spiritual insights into the ministry necessarily got the priority.

TABLE 3. *Frequency distribution of the respondents' needs at FEBIAS College of Bible*

Needs	Male			Female			Total		
	Number	%	Rank	Number	%	Rank	Number	%	Rank
Physical	5	6.84	3	7	9.09	3	12	8.00	3
Material	5	6.84	3	8	10.38	2	13	8.66	2
Social	2	2.73	5.5	1	1.29	5.5	3	2.00	5.5
Emotional	2	2.73	5.5	1	1.29	5.5	3	2.00	5.5
Mental	5	6.84	3	6	7.99	4	11	7.33	4
Spiritual	54	73.97	1	54	70.12	1	108	72.00	1
Total	73	99.95		77	99.96		150	99.99	

Academic performance and motivational patterns. The chi-square values indicating the level of significance of difference in the academic performance of students in relation to their motivational pattern is shown in Table 4.

Among the motivational forces, Values obtained a chi-square value of 5587 which had a df of 6. It was also insignificant in as much as its critical value of 12.59 at 0.05 level is greater than its computed value.

Statistics showed that both the High and the Low achievers had received the call of God for the ministry. Thus, their

TABLE 4. *Relation of the academic performance of students and their motivational patterns*

Motivational pattern	Chi-square values	Level of insignificance at 0.05
Goals	5.051	Insignificant
Desires	15.161	Insignificant
Needs	5.338	Insignificant
Values	5.567	Insignificant

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academic performance had no bearing on their having been called to study in the Bible school.

FEBIAS College of Bible provides a 1-year basic Bible course where students could enroll as long as they maintain good moral character, are capable of doing college work, and have expressed a desire to serve God. It is, however, in the students' entrance to freshmen year that their grades are evaluated. At this stage of their studies, they have already learned and survived the mechanics and rigors of academic life.

Academic performance, therefore, was not related to the motivational pattern of students at FEBIAS College of Bible.

Sex and motivational patterns. To determine whether there was a significant difference between the male and the female respondents in their motivational pattern, the chi-square values were computed and are presented in Table 5.

TABLE 5. *Difference between male and female in their motivational patterns*

Motivational patterns	Chi-square values	Level of significance at 0.05
Goals	6.012	Insignificant
Desires	10.259	Insignificant
Needs	1.661	Insignificant
Values	10.310*	Insignificant

* — positive value

It was implied that there was a positive tendency for the values of student to be influenced by their sex although statistically, the significant level was not reached.

The male and female students had similar motivational patterns because the call of God to the ministry is open for both sexes.

Temperament traits and motivational pattern. Table 6 presents the chi-square values of the temperament traits of students and their motivational pattern.

The null hypothesis that temperament does not affect the motivational patterns of students at FEBIAS is accepted in as much as the computed values of the temperament traits with the exception of the Hostile-Tolerant traits in relation to desires, were lesser than their critical values.

Regardless of the different temperament traits of the students, the motivational pattern to serve the Lord and their dedication for spiritual things predominated. Considering the

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TABLE 6. *Chi-square values indicating level of significance of difference in the temperament traits of students and their motivational pattern*

Temperament traits	Goals	Desires	Needs	Values
Nervous — Composed	27.659	37.334	12.175	16.412
Depressive — Lighthearted	11.647	31.149	13.474	11.582
Active-Social — Quiet	22.599	24.896	10.260	24.075
Expressive-Responsive — Inhibited	20.182	23.319	10.714	20.562
Sympathetic — Indifferent	30.876*	25.534	11.891	21.254
Subjective — Objective	21.738	41.248*	21.100	21.673
Dominant — Submissive	19.837	24.3	15.338	22.019
Hostile — Tolerant	20.244	47.746**	14.118	17.94
Self-Disciplined — Impulsive	18.652	27.089	16.864	14.641

Legend:
* Positive tendency
** Significant difference at 0.05 probability level

different temperament traits of people, different traits of workers are necessary to understand, counsel, and to help the people spiritually. Also, the call to serve God for full-time service is not limited only to people with uniform temperament traits.

The temperament traits, therefore, of the respondents were not related to their motivational pattern.

Implications to guidance and instruction. The findings in this study would enable school authorities to take cognizance of the motivational patterns of students as to their goals, desires, needs, and values. Considering students as unique individuals and prospective spiritual leaders in-the-making would help faculty members to reevaluate their teaching methods and strategies and gear them to the student's pursuit for spiritual and academic excellence. This would include careful selection of teaching materials, reading and research assignments, choice activities, and varied methods of presenting the lesson.

There is also a need for a balanced development of the students' emotional and scoial growth. As has been revealed by the Taylor-Johnson Temperament Analysis, students were weak in temperament traits such as objectivity, tolerance, expressiveness, responsiveness, lightheartedness, calmness, and sympathy. The result of this investigation will also help guidance counselors to improve the attitudes and personality of students and strengthen their weak traits through counselling techniques, group guidance, and administration of additional psychological tests.

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In a parent-child relationship there are some specific strategies that parents should do to enhance the spiritual interest of their children like giving encouragement and support in their religious activities, providing an atmosphere in the home conducive to spiritual growth, and involving themselves actively in the activities of the church.

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EVALUATION OF THE SUPERVISED FARMING PROGRAM AT THE AKLAN AGRICULTURAL COLLEGE[1]

HELMAR E. AGUILAR and AIDA J. AYCO[2]

ABSTRACT

The study was conducted to evaluate the Supervised Farming Program at the Aklan Agricultural College, Banga, Aklan, during the school year 1975 to 1977.

The findings indicated that a student's degree of orientation for supervised farming was significantly related to the farming occupation of his father. It was also evident that the choice of projects for supervised farming was based on the capability of the students to undertake the project, their interests or preference, and the expected economic benefits.

Majority of the students conducted their supervised farming projects at home, fostering a closer relationship between the school and the family.

Several government agencies extended their services to the program. For example, the Bureau of Plant Industry dessiminated seeds and the Bureau of Animal Industry assisted in the dispersal and immunization of animals. The Bureau of Soils performed the soil analyses while the Rural Bank helped financed the project.

It was also noted that in all the projects the students were assisted by their families as well as by school teachers, dealers and others. In the record-keeping activities of the students, the assistance of the instructor in accomplishing records was apparent.

Except for the homogeneity of the student applicants which was not considered very well prior to enrolment in the Agricultural Technician Curriculum, all other aspects of the program were considered effective in bringing about the development of skills and abilities which are essential in the establishment of farms.

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[1] Portion of the M.S. Thesis presented by the senior author to the IGSAR, GAUF, Malabon, Metro Manila.

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INTRODUCTION

The core of the vocational technical agricultural instruction is the Supervised Farming Program. Supervised farming as adopted by the 13 experimental agricultural schools is defined as "a series of well-planned farming, farm living, and related activities of students enrolled in vocational agriculture, conducted in a business-like manner in or out of the school which has educative value, for which the agricultural school provides systematic instruction and supervision through the technical instructor." (Santos, San Pedro, and Tan, 1968).

The value of supervised farming programs to the students includes provision of: (a) experiences leading to established farming, (b) opportunities to earn, save, spend, and invest money while managing projects, and (c) challenging real-life situations in which judgment, abilities, skills, habits, and attitudes are developed. Likewise, the students are given the opportunity to develop pride of ownership, self-confidence, initiative, and responsibility. Supervised farming also creates a harmonious relationship between parents and son through understanding and cooperation.

Corollary to the above values, the Supervised farming program becomes a vehicle in the formulation of a realistic program in agriculture. It gives the vocational agricultural instructor a definite purpose and direction in his job.

The home and the community can benefit from the Supervised farming program for through it the efficiency of the farm and the community is improved. It also enables the farmers to learn from the program and consequently improve their agricultural practices. The farmers' needs in terms of knowledge and techniques are better served. Through the Supervised farming program, the nature and role of evaluation may serve as a form of a scientific inquiry. It is an effort to place a true value on the "effectiveness" of programs.

Farming programs are not accidental. They occur as a result of careful planning. They take into account all student-farming activities including problems. Student participation is indispensable in the organization of student activities. This practice insures students' cooperation and solution of problems at an early stage in the student's training program.

The majority of agricultural high school students come from poor families and have nothing but their bare hands with which to start farming. It is obvious that vocational-agricultural programs should be reinforced with positive plans to help

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equip students not only with skills and knowledge but also with work animals, breeding stocks, tools and farm implements, and working capital with which to start.

Mollah (1958),[3] found that many students felt that the training they got from vocational agricultural schools was insufficient. They claimed they needed additional help from the schools before they can manage a farm independently and successfully.

Vocational agricultural teachers helped students in planning for the financing of their projects by: (a) determining the kind and amount of resources needed; (b) providing information on the possible sources of finances; (c) making farming program budgets and developing financial agreements; (d) contacting possible sources of financing; and (e) convincing parents and relatives to provide a part or all of the resources the students need in their supervised farming program.

Zarraga (1960),[4] cited that in many Philippine agricultural high schools, principles of supervised farming were not properly implemented. The "directed" method of farming programs where students are assigned to work on pre-existing school projects, still prevails. The students were not given opportunities to develop the managerial skills and abilities which are fundamental attributes of successful farming. Other defective practices were:

1. the undertaking by many students of a single project in either crop or animal raising,
2. the teachers' non-utilization of the farming program as a basis of instruction,
3. the short duration (from one to two years) of the farming program,
4. lack of emphasis on record keeping,
5. the non-utilization of the expertise of the Future Farmers of the Philippines in the supervised farming program.

It has been emphasized that the main aim of farming programs is the development of skills necessary for proficiency

[3] Yakub Ali M. Mollah. "A Survey of the Revised Secondary Agricultural Curriculum in the Philippines." (Unpublished M.S. Thesis, University of the Philippines, 1969).

[4] J. C. Zarraga. "Proposals Towards Improving the Program of Supervised Farming Experiences of Vocational Agriculture Students in the Philippines." (Unpublished M.S. Thesis, University of Minnesota, St. Paul, 1960).

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in farming. Salcedo (1962)[3] found that those graduates who felt unable to farm successfully attributed such failure to their inadequate knowledge, skills and experiences. Likewise, Nayga (1962)[4] observed that only a few number of graduates engaged in farming. He opined that it is likely that the students did not get the necessary skills and knowledge, hence, they lacked the confidence to farm. Why has this occurred in a program which stresses learning by doing? The problem may be in the program itself, where projects are too limited to challenge students' abilities, or the fault may reside on teachers who do not exercise effective supervisory methods because of excessive work load. A third handicap is that only one or two agricultural teachers take charge of all farming programs of all the students in the school.

Santos (1959)[7] in his study of the financing of Supervised farming programs of vocational agricultural students in the Philippines reported that: (a) only a very small percentage of the graduates of our agricultural schools engaged in farming after leaving school; (b) many of the vocational agricultural students enrol lin agricultural and rural high schools to get a high school education at the minimum expense, since these schools charge low fees, provide quarters, and give subsistence to some of their students; and (c) one reason why the graduates did not go to farming was that the agricultural enterprises which the students had engaged in were unprofitable.

MATERIALS AND METHODS

Research design. The rationale behind the use of the descriptive research method relates to its function in every day educational work. Descriptive studies afford penetrating insights into the nature of what one is dealing with. By relating descriptive observations to the presence or absence of certain other conditions, knowledge of causal relationships were conceptualized.

The questionnaire was used in securing information from the respondents and served as the major tool for gathering

[5] R. N. Salcedo. "A Study of the In-School and Out-of-School Supervised Farming Programs in Ten Selected Agricultural Schools in the Philippines." (Unpublished M.S. Thesis, University of the Philippines, 1962).

[6] Rodolfo C. Nayga. "The Relationship of Certain Aspects of the Vocational Agricultural Program to the Number of the Graduates Engaged in Farming," (Unpublished M.S. Thesis, University of the Philippines, 1969).

[7] J. R. Santos, Jr. "Financing Supervised Farming Programs of Vocational Agricultural Students in the Philippines." (Unpublished M.S. Thesis, Cornell University, 1959).

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the data. The questionnaire used was both the closed type and the open type.

The Likert method of scale construction (Noll, 1965) was adopted in interpreting the results of this item because the method is valid for statistical analysis, and is not time-consuming. The respondents reacted to every statement of activity by checking one of three possible responses. The individual's score was the sum of the weight of the responses he checked. A high score indicated a high rating and a low score the opposite.

The data for the academic performance was taken from the respondent's grades during the second semster of the school year 1976 to 1977 as indicated in the students' Permanent Records. Categorization was done based on the statistical measures like the mean and the SD.

High	from the mean grade plus 1 SD
Average	from the mean grade, minus 1 SD to plus 1 SD
Low	from the mean grade minus 1 SD

The respondents. The study included 130 second-year students enrolled in the Agricultural Technician course during the second semester of the school year 1976 to 1977 at the Aklan Agricultural College, Banga, Aklan.

With respect to the respondents' academic achievement, 29 or 22.3% obtained high grades, 48 or 36.92% got average grades, and 53 or 40.76% had low grades. The limits of these three categories were:

High	2.0 and above
Average	2.5
Low	3.0

As to the students' ages, 32 or 24.61% were from 17 to 18 years old, 46 or 35.38% were from 19 to 20 years of age; and 52 or 40% were 21 years old and above.

An examination of the socio-economic status of the respondents revealed that 16 or 12.30% belonged to the high income bracket, 39 or 30.00% were of the average class, and 75 or 57.59% came from the low-income group. The limits of the three categories were:

High	over ₱6,000.00
	over ₱2,000-₱4,000.00
Low	less than ₱2,000.00

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Questionnaire construction. The nature of the questions in this investigation justified the use of the questionnaire as a major tool for gathering the data. In this particular case, simple description was used and some descriptive statistics, like the mean, averages, and ranks were employed.

Some items in the questionnaire were included to provide data for independent variables, like age and socio-economic status and a countercheck for the respondents' responses.

Questions were framed in such a way as to obtain some depth in the responses and consequently avoid superficial replies. In order to strike out suggestive responses, open-ended questions were asked. In the case of the close-ended questions, provisions were made for additional responses aside from those found in the checklist. As much as possible, mechanically-forced responses were avoided. The respondents were encouraged to give definite answers that were truly representative of their activities and/or experiences.

Validation techniques. A significant factor affecting the quality of questionnaire research is the extent to which questions regarding the interpretation of responses are decided on the basis of meager evidence. Where information given by the respondents in this study were fragmentary, interviews were conducted to establish the truthfulness of responses. Students as well as teachers were interviewed. Other criteria such as the school records about the farming projects of the respondents, were also used to countercheck the answers indicated by the respondents in the questionnaire.

Statistical treatment. In the study, descriptive statistics was presented in the form of frequencies, averages, and ranks. The probability level was at 0.05 which is statistically acceptable as a liberal estimate for an educational research.

RESULTS AND DISCUSSION

The data obtained from the evaluation of the supervised farming practices as offered by Aklan Agricultural College to students enrolled in the Agricultural Technician Course during the school year 1976 to 1977 were analyzed and interpreted based upon the questionnaire which was utilized to stimulate the respondents' perceptions about certain aspects of the Supervised farming program.

Farming occupation of the father and degree of orientation for supervised farming practice of the son . Table 1 shows the obtained and expected values of the relationship of the status of farming occupation of the father to the student's degree of orientation for supervised farming practice.

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TABLE 1. *Expectancy table showing the relationship of the farming occupation of the father to the orientation for supervised farming practice of the son*

Degree of orientation for supervised farming	Status of farming occupation of the father						
	Full-time		Part-time		Non-farmer		
	No	Expected values	No.	Expected values	No.	Expected values	Total
Excellent	22	14.1	4	8.1	1	4.8	27
Very satisfactory	17	15.2	10	8.7	2	5.1	29
Satisfactory	16	17.3	12	9.9	5	5.8	33
Fair	9	13.1	7	7.5	9	4.4	25
Poor	4	8.4	6	4.8	6	2.8	16
Total	68		39		23		130

Statistical analysis with the use of chi-squares revealed that there was adequate evidence to warrant the conclusion that the degree of orientation for supervised farming practice of the student farmer was related to the farming occupation of the father. The computed chi-square value was 24.17 and at 0.05 probability level with 8 the critical value was 15.51. Inasmuch as the computed value is greater than the critical value, the null hypothesis is rejected.

Major factors considered in selecting projects for supervised farming. Table 2 indicates the major factors that influenced the students in selecting their projects for supervized farming.

TABLE 2. *Factors in selecting project for supervised farming*

Factors	Frequency	Percentage	Rank
Capability to undertake the project	74	56.92	1
Preference of the instructor	10	7.69	3.5
Preference of the parents	9	6.92	5
Respondent's preference	12	9.23	2
Amount of capital and facilities available	7	5.39	6
Enterprises common in the community	6	4.62	7
Possible profit from the project	10	7.69	3.5
I do not know	2	1.54	8
Total	130	100.00	

Capability to undertake the project ranked first among the major factors. This factor contributes largely to success in undertaking farm projects only if students are realistic about

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their self-concepts. The measurement of the respondents' ability was not done through the use of standardized psychological tools, but simply through a self-estimate of their own capabilities.

There is a possibility that students overestimate their capabilities and choose projects wherein they cannot meet the challenges of the work. On the other hand, some students underestimate themselves and choose menial tasks and in the process get bored and lose interest in continuing the work.

The second ranking factor was the students' own preference. Probably their preference was dependent upon previous experiences, availability of tools and materials, and their level of aptitude, although the latter was based only upon self-evaluation.

Preference of the instructor and possible profit from the projects, both obtained the same rank of 3.5. It was evident that the teacher provided guidance to the students in the choice of their farming projects. Inasmuch as the students should be oriented about the economic value of the projects, a consideration of the profitability of the project is a laudable procedure in the choice of a supervised farming activity.

Vocational agricultural teachers assisted the students in the final selection of projects by a careful estimate of expenses to determine the feasibility of the project. The rationale behind this principle is that a project is a business venture for profit and should be conducted as such. The ideal condition in supervised farming practice is one that provides opportunities for students to anticipate the possibility of profit, hence their involvement in the selection of their project is important.

Selection of farming projects. From the data it is implied that the respondents had developed the ability for self-direction. It is a good practice for the students to be allowed to choose their farming projects within the level of their own interests and expertise. Furthermore, it was revealed that the students were very much involved in decision-making.

There was also an involvement of the parents and instructors in the students' undertaking. The role played by the instructors was to transfer technology to the students, and consequently to the parents. The parents on the other hand, participated in the transfer of material resources to the students. This practice involving the instructors, parents, and the students themselves in the farming program is an ideal practice in supervised farming.

The active participation of the parents in their childrens' activities enhanced cooperation in the farming activities espe-

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cially in the planning process. Furthermore, the use of the family resources in terms of manpower, material, and financial, could be attained to the maximum if the parents are involved in their children's activities.

Venue of the supervised farming projects and reasons for the choice. Out of the 130 respondents, 89 chose their own homes for their farming projects. This was the most popular location of the supervised farming projects because most of the students lived within the vicinity of the school. Supervised farming projects that were conducted at home offered some advantages, namely: (a) there was transfer of technology from the students to the parents, and (b) instructor's visits served as educational vanues for the students and parents as well as a concrete example of Agricultural Extension work in action.

Furthermore, there was a strong indication that the students were developed to become established in farming in as much as the project was done at home and the project became an asset to the family. This influenced the other members of the family to improve their abilities and skills in farming activities. Since there was family involvement, the security of the project was insured and whatever benefits the project brought about was also shared by the community.

Improvement in farming technology produces greater economic benefits. Maximizing land use and other resources is needed to achieve increased food production to meet the demands of the ever-growing population. Towards this direction, supervised farming practices are deemed relevant curricular activities. Proper guidance in the choice of the venue of the supervised farming projects have far-reaching implications that are interwoven in all phases of the development of the small farmers.

Coordination activities and agencies involved in the projects. The Bureau of Plant Industry disseminated foundation seeds to 45 or 34.62% of the respondents, the Rural Bank helped financed the projects of 38 or 29.23%, the Bureau of Animal Industry helped 6 or 21.54% in the immunization of farm animals, and the Bureau of Soils extended assistance by way of soil analyses, to 13 or 10.00% of the total respondents.

The Bureau of Plant Industry proved to be the greatest of all linkage agencies in terms of the number of beneficiaries. This is expected since majority of the students chose crop production as their major, minor, and contributory projects.

Major Production projects. Table 3 lists the major production projects as well as the frequency and percentage distribution of the students. The rank of each project is also indicated.

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TABLE 3. *Major production projects*

Projects	Frequency	Percentage	Rank
Animals			
Swine	14	10.77	4
Crops			
Rice	44	33.85	1
Corn	18	13.85	2.5
Mongo	13	10.00	5.5
Sorghum	13	2.30	8
Pineapple	7	5.38	7
Citrus	18	13.65	2.5
Vegetable	13	10.00	5.5
Total	130	100.00	

Swine production obtained a frequency of 14 or 10.77% with a rank of four. This is the only type of project under the animal production. The students chose this venture because of the profitability of the project.

Among the crop production projects, Rice obtained a rank of one. This project was chosen by a great percentage of students inasmuch as it is also the major crop produced in the area. From the economic point of view, rice production is a more profitable venture compared to any crop. Rice has also a greater demand in the market. Besides, enough incentives are provided by the government through regulatory measures of the selling price of palay. Another influencing factor for the choice of rice production is the presence of a sufficient supply of water and also of rice seeds.

It is also noteworthy to mention that about 77% of the students were raised in the farm; their experiences with rice culture had developed their aptitude for this kind of crop production.

Corn and Citrus production both ranked 2.5. This choice was primarily due to the suitability of the soil and climatic conditions for the culture of these crops. The popularity of corn and citrus may also be attributed to the marketability of the products. Calamansi and oranges were among the varieties selected by the students. From this information, it could be inferred that the students had been properly oriented as to the profitability of their farming projects.

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Among the animal projects, only Swine raising was chosen by the students as their major project. This could be traced to the profitability of the project owing to the easy availability of raw feed materials in the farm.

Minor production project. Minor production projects were included in the Supervised farming program of the students for purposes of balancing labor more effectively and to yield a quick cash return on a small investment.

Among the 103 students engaged in crop production, 50 chose legumes as their minor crop. The popularity of this crop could be attributed to the fact that the kind of local soil is favorable to the growth of legumes, specifically mongo. Besides, the price of legumes is relatively higher than any minor crop listed by the students.

Of all the minor production projects, the least preferred was poultry production. The factors that possibly deterred the students from chosing this line of undertaking were: (a) inavailability of stock since the stock raised in the school's project came from Manila, (b) high cost of feeds, and (c) risk factor in time of epidemic diseases in poultry.

Sources of factors of production. It is to be noted that in all the factors of production, a large percentage was supplied by the family in both crop and animal production. For labor alone, the family contributed 94% in the program. The work animals were also mostly supplied by the family, since most of the fathers of the student farmers owned one or more working animals. With reference to the tools and equipment used, the family again was the major source since every farm family owns farm tools and implements. It was further noted that the land was either provided by the family or by the school. This could be traced to the fact that in the province of Aklan, there is an even distribution of landholdings and for many student farmers their families provided the land needed for the project. All other students whose homes were far from the school used the school's reservation for their project.

In animal production, majority of the sources of the factors of production were from the family. The animal stock was provided by the family, while some were taken from the school or from dealers. The feeds were also provided mostly by the family.

Records accomplished by the students about their projects. The three ranking records kept by the students were Production record, Logbook, and Record of instructors' visits. The production record included the list of inputs and outputs of the project while the logbook listed all the farming activities

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of the student. The record of the instructor's visits is required for purposes of supervision. It is also a basis for the improvement of the project in the following year, since comments and advices of the instructor are indicated therein.

Taking into account the objectives of record keeping, it is understandable why Production record topped the list. Without the Production record the goals of Supervised farming programs wil not materialized. This record, together with the Logbook and the Record of the instructor's visits, are useful in evaluating results and in conducting similar projects in the future. From the teachers' point of view the records afford opportunities for developing functional course materials as well as for instructional purposes.

Effectiveness of instructor's assistance in farming projects as evaluated by the respondents. It was evident from the results of the study that the instructor's assistance in Supervised farming practice revolved around the instructional level. The need for a closer supervision of the students was obvious. The responsibility to educate the technicians for profficiency in farming resides in the instructors. It is therefore necessary for them to aspire for professional growth and improvement by regular attendance in workshops, seminars, field trips, and training programs.

Among the services rendered by the instructors keeping records and handling money matters are activities which should be given more emphasis. Teachers should be careful in helping the students handle the finances of their projects. Any misunderstanding about this matter may develop a strain in the relationship of instructors with students and their parents. A desirable cooperative relationship with the parents will have far-reaching effects on the success of Supervised farming programs.

Problems and academic achievements. Classifying the three ranking problems in supervised farming projects based on the perception of the respondents classified according to the level of achievement, the order is:

High achievement group
1. Lack of cooperation of parents
2. Time of instructor for supervising project is not enough
3. Marketing the product is difficult

Average achievement group
1. Lack of money
2. Project is far from school
3. Lack of land

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Low achievement group
1. My skills are not enough
2. Some information is necessary
3. Lack of money

It is easily discernible that among the low achievers, their problems could be summarized into inadequate orientation to go into Supervised farming program. Lack of money was a problem of equal magnitude to both the average and the low achievers. Inasmuch as the students who were admitted into the Agricultural Technician Course were mostly non-qualifiers in the NCEE, slow learning was expected to pose a problem to both the students and their instructors.

To determine the relationship of the levels of achievement with perception of the problems in supervised farming projects, the Kendall Coefficient of Concordance (W) was computed. Inasmuch as the computel value (9.39) was lesser than the critical value (16.92) at 0.05 probability level with 9 df, the null hypothesis stating that the perception of problem is not related to achievement was accepted.

The greatest problem as to the socio-economic status of the students who came from the high income category, was that their skills were not enough; the average students asserted that more information is necessary; and the students from low-income families indicated their lack of money.

The value yielded in the computation of Kendall Coefficient of Concordance (W) which is 10.19 could not warrant a conclusion that the perception of supervised farming problem was related to the socio-economic status of the students, therefore, the null hypothesis pertaining to this statement was accepted. It could be stated therefore that the perception of the problems by the students is independent of their socio-economic status.

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THE STATUS OF AGRICULTURAL ARTS INSTRUCTION IN THE PUBLIC AND PRIVATE ELEMENTARY SCHOOLS IN THE DIVISION OF LUCENA CITY[1]

LUIS B. LICARDO and CONSTANCIO T. MEDRANA[2]

HAPYAW

Saklaw ng pag-aaral na ito ang 38 pambayan at pansariling mababang paaralan, 39 na mga gurong pansakahan at 212 mag-aaral sa mababang paaralan.

Lumalabas sa siyasat na lahat ng gurong pansakahan ay hindi karapat-dapat o kulang sa kasanayan na humawak ng mga kaaralang sakahaning sining dahilan sa kanilang katuruaning sanligan; bilang mga nagtapos ng BSEED, BSE-ETC, BSIE o TC; hindi nila taglay ang kahingiang ipinatutupad ng Bayanhing Lingkurang Sulit bilang mga gurong pansakahan. Gayon pa man, dahil sa kanilang tunay na hilig, saloobin tungo sa sakahan at sadalo sa mga sakahaning binhisipan, palagawaan at kapulungan, ang kanilang aghimuaning kaalaman at kasanayan ay higit na naisaunlad—sa pagpatunay ng kalakhang mangangasiwa ng mga paaralan.

Dahilan sa mga suliraning nakatagpo ng mga gurong pansakahan at tagapangasiwang pampaaralan, ang pagtuturo ng sining ng pagsasaka ay higit na nabibisaan ng mabagal at mahinang pakita ng mga mag-aaral sa sakahan. Ang mga suliraning ito ay ang mga sumusunod: a) masamang kalagayan ng sulip; b) kakulangan ng mga aklat-aralan at sanggunian sa sakahaning sining; k) kakulangan ng angkop na mga kagamitan at kasangkapan, sakahaning gamit at sangkap; at d) kakulangan ng simpanang tubig at iba pang loob-kayarian.

Sa kabila ng mga suliraning nagsisilbing mga halanglang, ang karamihan at kalakhan ng mga mangangasiwa sa mababang paaralan ay nagpakita ng labis na pagnanasa sa pagsaunlad at pagsulong ng pagtuturo sa sakahaning sining sa kani-kanilang paaralan.

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[1] Portion of the M.S. Thesis presented by the senior author to the IGSAR, GAUF, Malabon, Metro Manila.

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TALASALITAAN

sakahaning sining	agricultural art
kahingian	requirement
bayahing lingkuran	civil service
saloobin	attitude
sadalo	attendance
binhisipan	seminar
aghimuanin	technological
nabibisaan	affected
sulip	soil
simpanang tubig	water reservoir
halanglang	obstacle

ABSTRACT

The study involved 38 public and private elementary schools, 38 elementary school principals and head teachers, 39 agriculture teachers and 212 elementary school pupils in the Division of Lucena City.

The results of the investigation revealed that all the agriculture teachers were not educationally qualified to handle Agricultural Arts courses since all of them were BSEED, BSE-ETC, BSIE or T.C. graduates and did not possess the appropriate Civil Service eligibility as agriculture teachers. However, with the genuine interest, positive attitudes toward agriculture, and attendance to agricultural seminars, workshops, and conferences, their technical knowhow and skills were greatly improved as attested to by the majority of the school administrators.

Several problems were encountered by the agriculture teachers and school administrators. These were: a) poor soil condition, b) no textbooks and references in agricultural arts, and c) lack of quality tools and equipment and other facilities. These problems had greatly affected the quality of Agricultural Arts instruction as reflected by the poor performance of the pupils in the field of agriculture.

In spite of the many problems, majority of the elementary school administrators manifested their strong desire to improve Agricultural Arts instruction in their respective schools.

INTRODUCTION

The Philippines is still a predominantly agricultural country. The majority of its inhabitants depend entirely upon agriculture. Therefore, education must be geared towards productive agriculture through application of industry and intelligence. Boys and girls in the elementary and secondary, as well as in the higher levels must learn the fundamental principles of

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growing plants and raising animals. This could be done through the promotion of agricultural education and this should be acquired early in life.

The general education program of the Ministry of Education and Culture in both public and private schools includes Work Education and Practical Arts as required curricular offerings for the elementary and secondary schools, respectively. Agricultural Arts is one of the areas in these curricular offerings.

In the elementary level, Work Education for Grades III and IV consists of fundamental agriculture, industrial arts, home-making and family living, and retail trade. Elementary Agriculture is for Grade V and Industrial Arts for Grade VI (DEC, 1967-1972).

On the other hand, Practical Arts in the secondary level includes agricultural, industrial, fishery, business and distributive, and home-making arts (DEC, 1973).

Being a part of Work Education and Practical Arts, proper and effective instruction in Agricultural Arts, is imperative to attain the objectives of elementary and secondary education (de Leon and Lugue, 1976).

It is sad to note that majority of high school and college graduates flock to so-called "white collar" jobs or professions. Studies have shown that graduates of vocational and technical schools also seek employment in fields which have little or no bearing at all with their training. This clearly indicates that our pupils and students are acquiring an irrelevant kind of education. This is the root cause of the "white collar" mentality of our graduates.

It has been observed that a great number of elementary school pupils do not enjoy Work education activities. For instance, they make gardens not because they want to, but because they are required to do so. Oftentimes, gardening is the cause of absences. Pupils cut classes just to escape such activity.

MATERIALS AND METHODS

The study included all public and private elementary schools that offered Agricultural Arts in Work Education course in the Division of Lucena, Quezon Province, during the school year 1976 to 1977.

Research design. The normative survey was employed using questionnaires, personal interviews, and personal observations as instruments in gathering the data.

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The respondents. The agricultural teachers included in this study were those who taught Agricultural Arts in Grades V and VI. Out of the 39 respondents, only 4 were from private schools, and 35 came from public schools.

The school administrators were composed of 23 elementary school principals and 15 elementary head teachers.

The pupil respondents included Grades V and VI boys and girls who were taking or had taken Agricultural Arts. In some small barrio schools, Grades V and VI boys were combined due to small enrollment. Some schools, however, offered Agricultural Arts for both boys and girls.

The questionnaire. Three separate sets of questionnaires were prepared for the agricultural teachers, the school administrators, and the pupils.

The questionnaires were pre-tested and a follow-up was undertaken through personal interviews and observations to check on the validity of the questions.

Gathering of data. After validation, the questionnaires were sent to the respondents in the different public and private elementary schools in the Division. The questionnaires for the pupils were personally administered to insure a uniform interpretation of each item. The use of Pilipino was very handy in explaining the items to the pupils.

Interviews with the agriculture teachers and the school administrators were undertaken immediately after the administration of the questionnaire to the pupil respondents. This was followed by a personal observation of the physical characteristics of the school garden, greenhouse, and nursery.

RESULTS AND DISCUSSIONS

THE AGRICULTURAL TEACHERS

Educational qualification and civil service eligibility. Course finished. Of the 39 agriculture teachers that responded in this study, 27 or 69.2% were BSEED graduates; 2 or 5.14%, BSIE, 9 or 23.1%, BSE-ETC, and 1 or 2.56%, TC. Most of the teachers were graduated between 1965 to 1975 from local colleges and universities except six who took their baccalaureate degrees in Manila.

The survey indicated that the agriculture teachers in both public and private elementary schools in the Division of Lucena City were not academically qualified to handle Agricultural Arts courses.

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It became necessary therefore for the teachers to undergo training in agricultural activities in order to equip them with the necessary skills, knowledge, and information in the field of agriculture. From the interviews conducted, it was found that all of the teachers had attended four or more seminars, workshops, or conferences on agriculture.

Civil Service eligibility. Majority of the elementary agriculture teachers passed certain teacher examinations. Three or 7.7% passed the Senior Teacher Examinations, 26 or 69.2%, Teacher Examination; 5 or 12.85%, Junior Teacher Examination; 1 or 2.56%, under RA 5470; and the rest, 3 or 7.69% were non-eligibles.

Although majority of the agriculture teachers had teacher eligibilities, none possessed the appropriate civil service eligibility for agricultural teachers, such as Senior Teacher of Agriculture, Junior Teacher of Agriculture, or Vocational Teacher Examination. However, school administrators were of the opinion that civil service eligibility is not a guarantee for a teacher's competence. Ariz (1972)[1] also observed that long years of teaching experience and eligibility are not valid measures for teaching competence.

Teaching load. The study revealed that the agriculture teachers carried teaching loads of not more than 6 hours (most of them were assigned in central or big barrio schools) to give them ample time for Green Revolution activities, "Alay Tanim" or establishment of mini-forests and orchards, and other co-curricular activities such as scouting, athletics, community services and the like.

The size of a class affects classroom instruction. The ideal number in an agricultural class is 30 pupils per class in order to carry out classroom and field work instruction effectively. It was noted that the Agricultural Arts classes in the elementary schools in the Division of Lucena had ideal class sizes since 29 of the teacher respondents had from less than 10 to 30 pupils per class.

The investigation showed that 31 to 39 teacher respondents offered the prescribed courses for Agricultural Arts such as vegetable gardening, fruit growing, landscape gardening, nursery, and plant propagation. Only 18 offered animal raising, but this was mostly theoretical in nature since there were no funds available to undertake animal projects in the schools.

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[1] Teofilo Ariz. "An Evaluation of Public School Gardening in the Elementary Schools of Pasay and Quezon City". (Unpublished Master's Thesis, Araneta University Foundation, Malabon, 1972).

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The study also indicated that the majority of the teacher respondents believed that the curricular offerings in Agricultural Arts courses met the needs of the community and that the work experiences provided by these courses were adequate enough in preparing the pupils for agricultural occupations. However, the work activities offered should suit the ability of the pupils. In the elementary level, the development of fundamental work skills should be given more emphasis.

Instructional procedure. Effective classroom instruction depends largely on the instructional procedures, materials and facilities, and techniques applied by the teacher.

The research showed that most of the agriculture teachers believed that a course guide is necessary in improving classroom instruction. Majority of them had Agricultural Arts course guides prepared either by the Division Office or by the Bureau of Public Schools.

The agriculture teachers depended much on the course guide. Without this teaching aid they would be at a loss. They also opined that agricultural magazines greatly help in improving instructions as they are sources of teaching aids. It was noted that almost all of the public and the private elementary schools did not have books and pamphlets on agriculture. This forced the teacher respondents to buy their own references. The inadequacy of books and other reference materials necessitated the conduction of the lecture method of instruction. In addition, majority of the teachers did demonstrations, assigned projects, and conducted field trips and laboratory experiments (Table 1).

Home project is an effective means of determining the extent of carry-over of classroom instruction. It was observed that all the agriculture teachers agreed that requiring the pupils to undertake home projects can improve Agricultural Arts in-

TABLE 1. *Methods of teaching commonly used by agriculture teachers*

Methods	No of respondents	Percent	Rank
Demonstration method	35	26.92	1
Experimental	10	7.69	6.5
Field trip	16	12.31	3
Laboratory	15	11.54	4
Project	24	18.46	2
Survey	9	6.93	8
Unit	10	7.69	6.5
Others	11	8.46	5
Total	130	100.00	

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struction. Parents also gave their support and cooperation. The teachers also agreed that supervising home projects gives better motivation to the pupils. However, the program of supervision by the agriculture teachers on home projects should be well-planned to make it functional and meaningful to the pupil.

Table 2 shows that Vegetable gardening, Fruit tree growing, Nursery and plant propagation, and Landscaping were the most common agricultural activities included in the yearly teaching plan of the agricultural teachers. Only a few included swine and general farm work.

TABLE 2. *Agricultural activities annually included in a lesson plan*

Activities	No of respondents	Percent	Rank
Vegetable gardening	39	23.93	1
Fruit tree growing	34	20.86	2
Nursery and plant propagation	32	19.63	2
Landscaping	29	17.79	4
Poultry raising	15	9.20	5
Swine raising	8	4.91	6
General farm work	4	2.45	1
Total	162	100.00	

Administration and supervision. The results of the study showed that 33 agriculture teachers claimed that their administrators observed their classes in Agricultural Arts from once a year to five times a year, although six claimed that they were not visited even once a year. This indicated that the school administrators neglected Work Education. The administrators visited the teachers often but did not observe them formally. Apparently, the administrators were not academically oriented and had little or no knowledge on Work Education. However, some administrators manifested their interest and support to the agricultural program, but were prevented from fully implementing it due to lack of funds. This is a common problem especially in the elementary level. To solve the problem, some schools secured funds from different agencies and institutions in order to carry out their agricultural programs.

Agricultural projects and activities. Agricultural projects and activities are effective venues in which pupils in agriculture can apply the knowledge they have learned in the classroom. Some of these are Green Revolution projects, "Alay Tanim", establishment of mini-forests and school orchards, and

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the organization of local chapters of the Young Farmers' Club of the Philippines.

For the "Alay Tanim", all schools with adequate space for crop production are required to establish mini-forests and school orchards. These are to be undertaken by the pupils, particularly those taking Agricultural Arts. Usually, government agencies like the Bureau of Agricultural Extension and the Bureau of Forest Development provide assistance to undertake these projects.

Greenhouse and nursery. Of the 38 public and private elementary school included in the study, 12 had makeshift or temporary greenhouses or nurseries. The rest of the schools used the academic buildings for this purpose. There was not a single nursery established.

It was revealed in the study that only 13 schools had adequate garden tools and a few garden equipment. The rest of the schools had from inadequate to very inadequate tools and equipment. The most common tools found in majority of the schools were mattock, shovel, spading fork spade, garden hoe, and posthole digger. These tools were usually supplied by the Department. However, it was noted that the tools were of poor quality. Because of this, some schools procured their own tools and equipment through the PTA, school garden fund or manufactured their own which proved to be of better quality.

Supplies and materials. Most schools had very limited agricultural supplies and materials such as seeds, fertilizers, insecticides, and other agricultural chemicals. Seeds were either given by the Bureau of Agricultural Extension or purchased out of donations, garden fund, or even from pupils contributions.

Common problems and self-evaluation. Common problems. Table 3 shows the common problems encountered by agriculture teachers in the teaching of Agricultural Arts. These included:

1. poor soil condition
2. lack of textbooks and references
3. lack of funds for fertilizers, insecticides, and other chemicals
4. poor quality of tools and equipment
5. lack of water supply and facilities

The problem on poor soil condition may be attributed to the fact that the replenishments for the lost nutrient elements as a result of continuous land use had been very slow due to

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TABLE 3. *Some common problems encountered by agricultural teachers in Agricultural Arts instruction*

Problems	No. of respondents	Arbitrary by priority 1	2	3	4	5	6	7	8	9	10	Weighted average	Rank
Lack of space	32	8	2	4	2	1	2	0	2	1	0	7.28	8
Lack of qualified agriculturist	19	6	2	3	4	0	1	1	1	0	1	7.53	6
School administrator seldom visit/observe agriculture class	17		0	5	7	0	0	0	0	0	4	5.59	16
Lack of textbooks and references	26	10	5	3	4	1	0	0	0	1	2	7.96	2
Lack of course of study	17	2	2	3	5	0	1	0	1	1	2	6.41	11
Lack of tools and equipment	31	9	6	3	5	3	0	0	1	0	4	7.35	7
Lack of funds for agricultural projects	23	9	3	3	3	1	1	2	0	1	0	7.26	8
Lack of water supply and facilities	29	7	3	8	5	2	0	2	0	1	1	7.55	5
Poor soil condition	29	10	9	6	1	1	1	0	0	0	1	8.55	
Inadequate supply of seeds and other planting materials	24	4	5	3	2	0	2	3	1	1	3	6.38	13
Too big classes	7	0	0	1	4	0	1	0	0	0	1	5.57	17
Parents not cooperating	24	1	5	5	6	1	1	1	1	0	3	6.58	10
Lack of interest on the part of the pupils	15	0	1	5	6	0	0	0	0	2	1	6.40	12
Lack of interest on the part of the teacher	16	2	1	3	5	0	0	0	1	1	3	6.00	14
Lack of funds for fertilizers, insecticides and other chemicals	21	5	5	3	2	3	0	0	0	0	1	7.62	3
Poor quality of tools and equipment	26	5	4	6	4	3	2	1	1	0	0	7.58	4
Lack of interest on the part of local government officials	14	0	3	2	1	2	1	1	0	1	3	5.50	17
Lack of proper planning for gardening activities	24	1	2	2	12	0	1	1	0	0	5	5.92	15
Others	9	1	2	1	2	0	1	1	1	0	0	6.89	9

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the inadequate funding for fertilizers. This factor was followed by the lack of textbooks and references for Agricultural Arts which are necessary since all of the agriculture teachers were not graduates of Agriculture. Another serious problem was the lack of funds for fertilizers, insecticides, and other chemicals. This greatly affected the production of crops in school gardens such that only a few schools were able to produce good crops.

The tools and equipment supplied by the Department turned out to be of poor quality. All the agriculture teachers in the public schools complained that the tools got easily broken even if the soil was workable. Lack of fertilizers and facilities was also a big problem in most schools, especially the barrio schools. It is to be noted that the problem on qualified agriculture teachers turned out to be sixth in rank. This was due to the willingness of the teachers to enroll in an agriculture course like the MATEA (Master of Arts in Teaching Elementary Agriculture).

To solve the problems encountered, the respondents made the following suggestions:

1. the MEC should allot funds for:
   a) agricultural books and references
   b) courses of study
   c) more quality tools and equipment
2. local school board should be allowed to allot funds for supplies and materials and Green Revolution projects such as:
   a) fertilizers, insecticides, and other chemicals
   b) seeds and other planting materials
   c) farm equipment such as sprayers, hand tractor, cultivator, etc.
3. local government officials including Barangay leaders should cooperate and give support to agricultural projects of the schools
4. conduction of more seminars and workshops

Area devoted to crop production. One of the factors that affect gardening activities of pupils is the area of the garden. Garden site is very important in Agricultural Arts instruction. From personal observation, it was noted that 13 schools had garden sites with less than 500 sq m; 10 had more than 500 but not exceeding 2,000; 7 had 2,000 to 5,000; 5 borrowed lots; and 8 had no garden site. With the limited space for agricultural activities, careful planning of gardening activities is, therefore, necessary to utilize the garden area to its maximum. Majority of the schools visited were located ideally, that is, located on plain grounds, and only two were on rolling grounds.

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Source of water supply. Water is a very important commodity not only for human consumption but also for plants and animals. Six schools got their water supply from the NAWASA, 15 constructed their own pump/well, and the rest from rain or nearby irrigation system of river/brook. Water supply remained a problem in some schools.

Kind of soil. The most common plants grown were vegetables and root crops. Twenty schools had the kind of soil suited for these crops. The rest had the clay type and those with sandy soil along the seashores either conducted patch gardening or cultivated plants in plastics.

Cropping system. The most common farm practice used was crop rotation, others applied intercropping and multiple cropping. Although the respondents used approved farm practices, they were still wanting on the techniques involved in these practices.

THE SCHOOL ADMINISTRATOR

The Agricultural Arts program. Majority of the school administrators believed that the success or failure of the Agricultural Arts program is greatly affected by the availability of facilities, tools, and equipment needed in carrying out the practicum part of the course and the agricultural projects. Another influencing factor is the pupils' interest and attitude toward the course. This may be traced to the teacher's mastery of the subject matter and methods and techniques of teaching. Insufficient knowledge on the appropriate strategies and methods of teaching may lead to the pupils' loss of interest and the development of a negative attitude towards work.

In order to improve the teacher's competence, the school administrators suggested the following:

1. attendance to seminars, workshops, and conferences in agriculture
2. invitation of resource persons in the field of agriculture
3. effective supervision of home projects
4. enrollment in MATEA course

In addition to the problem on the improvement of the teacher's competence, school administrators have been plagued with other problems such as:

1. lack of textbooks and references for agriculture
2. inadequate tools and equipment
3. no qualified agriculture teacher
4. lack of funds for agricultural projects
5. no functional greenhouse/nursery

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A careful analysis of the problems revealed that they revolve around one factor — funding. Adequate funds are needed for the procurement of good quality tools and equipment, agricultural books and pamphlets, agricultural chemicals and supplies, construction of greenhouse and nursery, construction of strong fence, and the like.

For the aforementioned problems, the school administrators recommended the following solutions:

1. the local school board should allot funds for good quality tools and equipment, agricultural books and pamphlets, and seeds and planting materials
2. appointment of qualified agriculture teachers
3. invitation of resource persons
4. development of good public relations between school personnel and the people of the community
5. appointment of more school janitors to safeguard the agricultural projects especially during the vacation periods

It is therefore important that both the agricultural teachers and school administrators should work together in threshing out the problems encountered in their respective schools.

The curriculum. School administrators in the public and private elementary schools in the Division agreed that the curricular offerings in the present general education of Agricultural Arts were adequate enough to meet the needs of the community. In like manner, they also agreed that the offerings in Agricultural Arts provided the necessary work experiences in preparing the pupils for the choice of an occupation.

The agriculture teacher. Majority of the agriculture teachers in the Division were selected by their school administrators for the following reasons:

1. showed genuine interest in agriculture
2. had experience in gardening/animal raising
3. was the only male teacher in school
4. had units in agriculture

Furthermore, the administrators claimed athat they were impressed by the teachers' performance as agriculture teachers. This was the reason why majority of the school administrators rated their teachers from satisfactory to outstanding, except for three or four whose mastery in the field of agriculture and performance as agriculture teacher were below par or unsatisfactory. In addition, the teacher respondents worked with their pupils during the practicum. However, the administrators noted that the teachers were not supervising home projects effectively.

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THE PUPILS

The curriculum. Of the 212 elementary school pupils, 191 showed interest in vegetable gardening; 90 in nursery and plant propagation; 77 in fruit raising; 73 in landscape gardening; and 62 in animal raising. Aside from the prescribed Agricultural Arts courses in Work Education, the pupils, especially those coming from seashore areas, expressed their desire to learn something about fish culture. Some pupils also suggested the inclusion of rice, coconut, and medicinal plant cultures.

Instructional procedures. The teacher is an important factor in teaching-learning situation. His mastery of the subject matter, his ability to select the right techniques and methods of teaching, and his relation with the pupils will determine the effectivity of his teaching. The pupils were asked whether they like the way their agriculture teacher taught them the lessons and activities in Agricultural Arts. The opinions and comments of the pupils on their teachers were:

1. he helps in planning their projects
2. he works with them during fieldwork
3. he knows the subject matter
4. he demonstrates genuine interest in agriculture
5. he is understanding
6. he is democratic in his methods

This portion of the questionnaire was very difficult to answer for the pupil respondents. For this reason, Pilipino was used in explaining the items to the respondents to insure a uniform interpretation of each item in the questionnaire.

In connection with the practicum part of the course, 188 pupils agreed that the laboratory activities were related to the lessons presented. It is a good sign that the agriculture teachers did their best to make the course meaningful and functional by offering the right work experiences. No laboratory activities were undertaken in animal raising since no animal project was established in any school.

Agricultural clubs serve to motivate or supplement the systematic instruction in agriculture. The extent of carry-over of classroom instruction could be easily determined by home projects undertaken by the members of the Young Farmer's Club of the Philippines. A home project is a requirement for membership in the YFCP. From the results of the study, it can be gleaned that the YFCP is not yet popular among the pupils since only 111 of the pupil respondents reported that

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they were members of the local chapters, although 28 teacher respondents reported that they organized local chapters of the club. For home projects, the most popular was vegetable gardening, followed by fruit raising and field crop production.

Another way of supplementing the systematic instruction in agriculture is through experimental or research activities. None of the pupils had ever experienced formal experimentation or research work in the field of agriculture, although some of them signified that they had undertaken experiments but were unable to interpret the results.

Like the school administrators, most of the pupils agreed that inadequacy of tools and equipment was the most serious problem they had encountered in Agriculture Arts. Other problems include lack of seeds and other planting materials; lack of water supply and facilities; lack of space for gardening activities; and lack of interest on the part of the pupils. Majority of the problems encountered involved lack of funds which was similar to the problems met by school administrators and agriculture teachers. The pupil respondents suggested the following solutions:

1. the school should provide the following:
   a. agricultural textbooks and references
   b. tools and equipment of good quality
   c. good water supply and facilities
   d. security of gardens
2. teachers must show genuine interest in agriculture
3. more interesting projects.

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OCCUPATIONAL MOBILITY OF TEACHERS IN THE MINDANAO INSTITUTE OF TECHNOLOGY, KABACAN, NORTH COTABATO[1]

MAMASALALAN B. PANDAY and PEDRO L. ESTEBAN[2]

ABSTRACT

This study was conducted to determine the factors associated with occupational mobility of teachers and their implications in the educational system of the Mindanao Institute of Technology.

Age, sex, and civil status affected the occupational mobility of teachers, thus, younger, male, and unmarried teacher respondents were more occupationally mobile than their older, female, and married counterparts.

The overall 10-year mobility rate of the 40 teacher leavers was an average of four respondents per year, while there were 42 teacher joiners within a 10-year period which showed an average of 4.2 teachers annually.

Factors that influenced teachers to withdraw from their teaching jobs were: to seek for greener pastures or other job opportunities, chances for promotion in rank and increase in salary, and peace and order conditions or environmental factors.

Majority of the leaver respondents joined other government institutions or agencies as instructors, professors, department heads, directors, or administrators, and only a few opted for private employment.

The motivations of the teacher joiners to leave their previous jobs were to seek for greener pastures or other job opportunities and personal and environmental factors; while the decision to join MIT was influenced by such factors as: suitability of educational qualifications, professional growth and development, and provisions for job security and tenure.

Majority of the non-leaver respondents disclosed the following reasons for remaining in their teaching jobs: (a) wholesome relation-

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ships among teachers, superiors, and students; (b) conduciveness for ideal atmosphere of teaching-learning processes; (c) provisions for staff professional growth and development; (d) involvement of the staff in planning and decision-making processes; promptness of monthly or bimonthly pay; (e) accessibility to family; (f) better educational opportunities for children of staff members in schooling; (g) and other incentives and fringe benefits enjoyed while working at the said school.

INTRODUCTION

An individual whose chief ambition is to achieve wide public recognition or fame will find in teaching few opportunities for realizing this desire. The majority of successful teachers are unknown outside of the neighborhoods in which they serve. Others who were teachers earlier in their lives have gained fame as executives—as builders of great educational institutions—but their teaching, though often markedly successful, did not bring about such honor. Still others have left the field of teaching and found in business, law, or politics, a measure of public recognition which was never accorded to them as teachers (Baley and Keith, 1974).

Teaching is an underpaid occupation. No less than President Marcos himself has recently decreed the salary increases of teachers. Although the general level of teachers' salaries is still substandard, prospects for its gradual increase are favorable. All things being equal, teaching,, however, can not be expected to offer the opportunities for large financial returns that other occupations offer. Hence, occupational mobility among teachers has been noted not only in Mindanao but also throughout the country.

One of the most serious handicaps to the development of teaching as a profession, and to the efficiency of schools as well, is the practice of making teaching as merely a stepping stone or a preparation for another calling. In this case, teaching becomes simply an incidental means to some quite intrinsic ends. Instead of dominating as a life purpose to which one devotes the major part of his energies, teaching is taken as a temporary employment to be abandoned at the instance a better opportunity turns up. Under these conditions, the teacher's attention is divided, tasks and duties are not taken seriously, and the work for which one is paid for is likely to be done in an informal, lifeless, and perfunctory way.

It is within the context of these observations that a study on the occupational mobility of teachers at the Mindanao Institute of Technology was proposed.

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From the teacher's point of view, this study would have far-reaching effects—misconceptions about the teaching profession could be corrected if the motives and personal factors which influence success in the teaching profession could be determined.

From the standpoint of students, this investigation would contribute to the improvement of teaching-learning processes. A knowledge of the factors that affect the occupational mobility of teachers would serve as a guide in the formulation of school policies. Adverse conditions that directly affect the teachers, and indirectly the students could be avoided. Strategies to make the teaching profession attractive could be planned based on available data that this study may yield.

The results of this research may provide information necessary to make intelligent and effective policies concerning personnel management among supervisors, educational planners, and administrators.

The investigation is limited to the identification and description of those factors that may have influenced the occupational mobility of teachers such as age, sex, civil status, occupational motivation, attitudes toward the rewards of the teaching profession, and perceptions of relationships with teachers and supervisors.

MATERIALS AND METHODS

Instruments. The major tool used for gathering the data was a set of questionnaires which was divided into four categories: Schedule A, common to all teacher respondents; Schedule B, teacher leaver; Schedule C, teacher joiner, and Schedule D, teacher nonleaver.

Selection and description of the respondents. Based on the operational definition of occupational mobility, the respondents in this study were those who have changed their teaching profession to another related occupation. They included those teachers who left the Mindanao Institute of Technology to engage in another or similar occupation, be it employment or self-employment.

Teachers of the said institution who are currently engaged in teaching but who came from other places of employment were also included, provided their previous employment was not teaching; and those whose original employment was teaching and have served MIT for 5 years and have remained in the institution up to the time the study was conducted. The respondents were identified through the use of existing individual teacher reuords available at the Mindanao Institute of

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Technology. Those who left or transferred were traced through their relatives and local organizations in which they have become members.

This investigation was intended for sample survey. Therefore, proportional random sampling techniques were utilized in the selection of respondents. All respondents were numbered and only 50% of each group of respondents were selected. Systematic random sampling procedures were used. All odd numbered respondents were selected.

Validation of the questionnaire. The draft of the questionnaire containing open-ended questions was prepared. It was pre-tested at the MIT. Trial tabulation was made as to what type of statistical treatment was feasible. After a dry run, the final questionnaire was constructed.

Gathering of data. Majority of the data were gathered at the Mindanao Institute of Technology, Kabacan, North Cotabato during the school year 1967 to 1968 up to 1976 to 1977. Respondents who could not be contacted personally were mailed copies of the questionnaire. Follow-up letters were provided to insure or obtain a high percentage of questionnaire return.

Statistical treament of data. In order to draw valid conclusions about the mass of information gathered in this study, analyses by weighted means, percentages, and ranking were done.

RESULTS AND DISCUSSION

Demographic characteristics of the respondents. Age. Table 1 shows the age of the respondents and their characteristics according to the different age groups.

TABLE 1. *Age of respondents*

Age group	Nonleaver		Leaver		Joiner	
	No.	Percent	No.	Percent	No.	Percent
26-30	6	9.23	0	00.00	4	26.66
31-35	10	15.38	4	25.00	3	20.00
36-40	16	24.61	5	31.25	5	33.33
41-45	16	24.61	4	25.00	2	13.33
46-50	9	13.84	0	00.00	0	00.00
51-55	5	7.69	1	6.25	1	6.60
56-60	3	4.61	2	12.50	0	00.00
Total	65	100.00	16	100.00	15	100.00
Mean	41		41.43		36	

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About 33.8% of the respondents were at the age range of 36 to 45 years. Majority of the teacher leavers were slightly older than the nonleavers. The mean of the former was 41.43 years and the latter, 41 years. The teacher joiners had a mean age of 36 years. The results of the study showed that age had an influencing effect on occupational mobility of the teachers. The older teachers were more mobile than the younger ones.

Sex of the respondent. Of the 96 respondents (Table 2) representing the three groups, namely the nonleavers, leavers, and joiners, 70 or 73% were males and 26 or 27% were females. It appeared that sex affected the occupational mobility of teachers, the male teachers being more mobile than their female counterparts.

TABLE 2. *Sex of the respondents*

Sex	Nonleaver			Leaver			Joiner		
	No.	%	Rank	No.	%	Rank	No.	%	Rank
Male	45	69.23	1	14	87.50	1	11	73.30	1
Female	20	30.77	2	2	12.50	2	4	26.70	2
Total	65	100.00		16	100.00		15	100.00	

Marital status of the respondents. Of the 96 respondents 88 or 91.70% were married and 8 or 8.30% were unmarried (Table 3). The data showed that married teachers had a higher tendency to remain in their teaching jobs than the unmarried ones.

TABLE 3. *Marital status of the respondents*

Marital status	Nonleaver		Leaver		Joiner	
	No.	%	No.	%	No.	%
Married	61	93.80	15	93.75	12	80
Unmarried	4	6.20	1	6.25	3	20
Widow/er	0	00.00	0	00.00	0	00.00
Total	65	100.00	16	100.00	15	100.00

Educational attainment of respondents. The results showed that those with advanced educational preparation or attainment got good positions within or outside the school. Thus, teacher leavers might have been motivated or influenced to withdraw from their previous jobs on account of their educational qualifications.

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Service records. It could be surmised from the findings that length of service rendered in an institution seemed to discourage the respondents to withdraw from their teaching profession.

Civil service eligibility. From the results of the study civil service eligibility appeared to affect occupational mobility of teachers. Thus, teacher leavers must have been influenced by this factor to withdraw from their previous jobs and look for greener pastures.

Record of in-service training attended. The findings showed that attending in-service training had a positive effect on the occupational mobility of teachers. The teacher leaver, by contact with others, must have been informed of better job opportunities elsewhere and were motivated to transfer.

Performance rating. Majority of the three groups of respondents were reported to have received performance ratings of 4 or Very satisfactory grades for the last 5 years of service at the Mindanao Institute of Technology (Table 4).

This seemed to suggest that performance rating received at the said school by the respondents failed to show evidence of its significance in influencing teacher occupational mobility.

TABLE 4. *Performance rating of respondents*

Rating	Nonleaver	Leaver	Joiner
Outstanding	2	0	1
Very satisfactory	59	15	12
Satisfactory	4	2	0
Unsatisfactory	0	0	0
Total	65	17	13
Weighted mean	2.97	2.9	3.1
Descriptive rating	V.S.	V.S.	V.S.
Rank	2	3	1

1.4—2.2 Satisfactory
2.3—3.1 Very satisfactory
3.2—4.0 Outstanding
0.5—1.3 Unsatisfactory

Salary per annum. Among the nonleavers, 43 or 66.1% were receiving an annual salary of ₱10,000 to ₱14,000. On the other hand, the majority of the teacher leavers were paid ₱5,000 to ₱10,000 annually. Two-thirds of the teacher joiners were receiving an annual salary of ₱5,000 to ₱10,000.

These figures support the idea that better remuneration on the job discourages transfering or quitting. The majority

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of the leavers on the other hand were on the lowest pay scale, thus justifying their mobility.

Influence of social relationship as a factor of teacher's occupational mobility. The two groups of respondents namely, joiner and leaver, had the same opinion as to social relationship among superiors, teachers, and students. It can be gleaned from the results that the influence of social relationship was a very significant factor in the occupational mobility of teachers.

TABLE 5. *Influence of social relationship as a factor of teacher's occupational mobility*

Ratings		Leaver	Joiner
To a great extent	(4)	6	4
Average	(3)	9	9
Fair	(2)	0	2
No influence	(1)	0	0
Total		15	13
Weighted Mean		3.4	3.62
Descriptive Rating		To a great extent	To a great extent

Direction of mobility. It is interesting to note that a considerable number of teachers who left their former jobs joined other government institutions or colleges. Of the 16 teacher leavers, 7 or 43.75% transferred to other government institutions or state colleges; 5 or 31.25% joined government offices and agencies; while 3 or 18.75% went into the private sector; and only 1 or 6.25% managed to establish self-employment (Table 6).

TABLE 6. *Distribution or direction of occupational mobility*

Direction of mobility	Number	Percent	Rank
Government offices/agencies	5	31.25	2
Other state institutions/colleges	7	43.75	1
Private sectors	3	18.75	3
Self-employment	1	6.25	4
Total	16	100.00	

Results revealed that majority of the teachers who transferred to other government institutions or state colleges got positions as administrators, directors, professors, department

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heads, associate professors, or as instructors. A significant number joined other government offices and agencies as staff personnel directors, assistant directors, or administrators. Only a few sought private employment.

Reasons for leaving MIT. The leaver respondents indicated various factors that caused or influenced their decision to leave MIT. The group rated Unstable peace and order conditions of the place as the strongest factor that prompted them to leave the school; the Chance for promotion in rank and salary ranked second; and Other job opportunities was the third influencing factor.

Contrary to popular belief that teachers consider noncompensatory remuneration as a strong reason for leaving a job, this study revealed that environmental factor was a more important consideration. The researcher, being aware of the unstable peace and order situation in the place at the time of the study believes that this factor being the primary cause of withdrawal, is apparently circumstantial.

Reasons for leaving previous job. The teacher leavers considered Other job opportunities as the motivation to leave their previous job, and secondly, the Peace and order conditions of the area or environmental factor. The same group of respondents indicated Chances for promotion in rank and increase in salary as third, and Adequacy of salary to meet a decent standard of living last.

Both groups of respondents, namely leavers and joiners, gave the same opinion that economic factor was not the main reason for them to withdraw from their previous jobs, but more significantly, a better place to stay with a better job.

Reasons for joining MIT. Some valid reasons which influenced respondents to join MIT are: (a) the suitability of the respondents' educational qualifications; (b) provision for job security and tenure of office; (c) provisions for professional growth and development; and lastly, (d) the adequacy of salary to meet a decent standard of living.

Special skills. The teacher leavers led the three groups of respondents in the possession of special skills needed for effective workers. All of the 16 leavers, or 100% were equipped with the needed skills, followed by the teacher joiners with 14 or 93.3% and 57 of the 65 nonleavers or 87.7%.

Satisfaction with present position. Of the 15 joiner respondents, 10 signified satisfaction with their present jobs, while 5 were uncertain.

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The two groups of respondents had the same trend of remarks with reference to their satisfaction on present job or position. Thirteen of the 16 leavers respondents indicated Satisfied in their present position and the remaining three were undetermined.

It was noted from this findings that teacher leavers were satisfied with their present position than the joiners.

Plan to go back to previous job. Of the 15 teacher joiners, 11 indicated that they had no intention of going back to their previous employment, three were uncertain, and one had the intention of going back to his previous job.

On the other hand, of the 16 leaver respondents, four indicated their desire to go back to MIT; four had no intention of going back to their previous jobs; and the rest were uncertain or undecided.

Choice of next best occupation. The two groups of respondents greatly differed in their choice of next best occupation. The joiners signified their intention to join extension services while the leavers planned to pursue further studies.

The teacher leavers ranked their choices as follows: study further; research/agriculture; administrative/management; and self-employment.

The teacher joiners on the other hand gave the following priorities: extension service; study further; administrative/management; research/agriculture.

Physical conditions. The factors that influenced teacher respondents to remain in their teaching jobs arranged in their order of priorities were (a) conduciveness of school campus atmosphere to teaching-learning processes; (b) accessibility to transportation and communication; (c) healthful climatic conditions; and (d) nearness to market and other commercial establishments.

On the other hand, the teacher leavers and joiners disclosed other factors such as environmental conditions, which the researcher believes to be circumstantial, and other job opportunities as instrumental in their withdrawal from previous jobs.

Administrative practices. Majority of the nonleaver respondents indicated the following factors to have influenced their decision to stay in their teaching jobs, arranged in the order of priorities: (a) provision for staff professional growth and development; (b) involvement of the staff in planning and decision-making processes; (c) clarity of administrative policies

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and supervision; (d) good personnel relationship between co-workers, superiors, and other peer groups; and (e) availability of funds to support research projects as well as for instruction.

It was revealed in this investigation that leaver respondents had contrasting opinions with the non-leavers as gleaned from previous discussions. It is the researcher's opinion that adaptability to a particular situation plays an important role insofar as occupational mobility is concerned.

Economic factors. From the economic standpoint, the teacher nonleavers were evidently influenced by the following reasons in remaining at their present teaching jobs, arranged in their order of importance: (a) promptness and regularity of monthly or bi-monthly pay; (b) provisions for job security and tenure; (c) chances for promotion; (d) immediate financial assistance in cases of emergency through services of cooperative, faculty clubs, etc.; and (e) adequacy of salary to meet a decent standard of living. However, majority of the three groups of respondents gave more weight on environmental, rather than on economic factors, as their primary reason for withdrawing/staying in their jobs. In the final analysis, however, it seemed apparent that remuneration or economic factors play an important role in teachers' occupational mobility. This tendency may be attributed to changes called for by the present times.

Social factors. Majority of the nonleaver respondents considered the general standing and the degree of associations with students as the most important factor or superior; cooperation or attitude towards school functions and social gathering, etc., as second or above average; the status of rapport with co-workers, superiors, and other peer groups, as good; and general rapport with people in the community as fair.

On the other hand, the leaver respondents did not consider the aforementioned social factors, as influential in their decision to withdraw from their previous jobs. The nonleaver respondents on the other hand, indicated that social relations within and outside the school as one of the important factors that determines occupational mobility.

Personal factors. The non-leavers viewed that personal factors influenced their decision to remain in the institution. These factors as arranged in their order of priority or rank include: (a) distance or accessibility to the family; (b) educational opportunities for children of faculty members; (c) facilities for healthy home and family relationships; and (d) opportunities for unmarried teachers to find marriage partners.

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It was revealed in this study that practically all the three groups of respondents elected personal consideration as one of the major factors influencing the occupational mobility of teachers.

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